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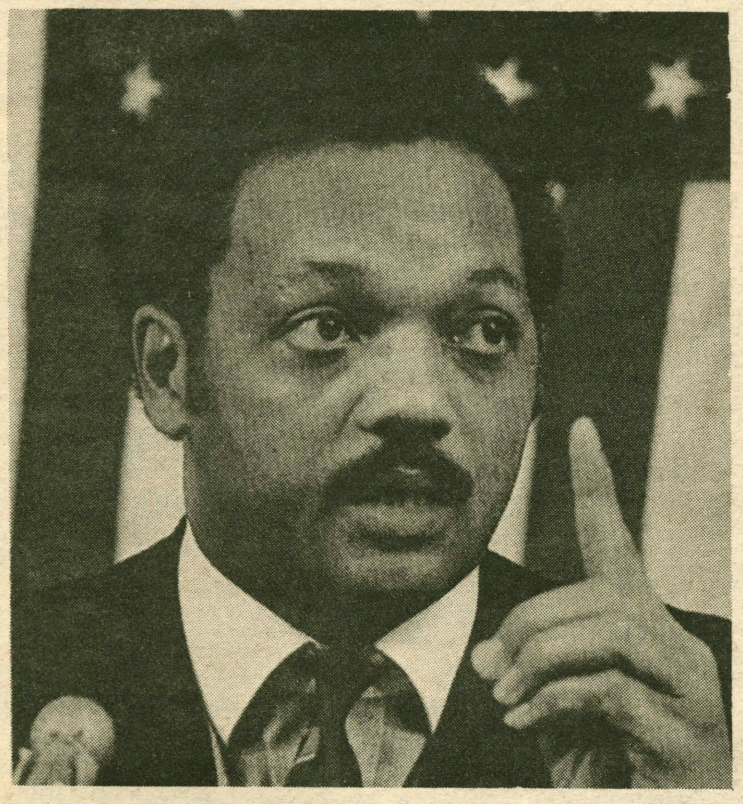
The Hamilton College
Spectator
Clinton, New York April 17, 1987 • Volume XVII, Number 20



The Reverand Jesse Jackson will present a lecture entitled "Confronting Moral Choices" on Monday, April 20,1987 in the ALumni Gymnasium at 7:00 pm, Tickets are $1.00 for students and faculty, $5.00 for the general public. The lecture is sponsored by the Root-Jessup Public Affairs council.

Paiewonsky Papers Show Conflict and Irregularities

by Kanchalee Svetvilas and Richard Larson

This week documents which had been prepared for the Paiewonsky defense were released to **The Spectator** as part of an ongoing effort to clarify the circumstances surrounding the now settled tenure case.

The papers reveal that personality conflicts within the department were the deciding criticism in the original decision to deny Paiewonsky tenure. The documents also indicate that relevent opinions were excluded from the file and that the Department Chair's report misrepresented opinions and reflected inappropriate personal biases.

Although the Paiewonsky case was settled out of court last week, neither party would disclose the official terms of the agreement. Other sources make clear, however, that Paiewonsky received at least $100,000, that he received tenure on ~~the~~ condition that he never return to the College, that no reference can be made to the terms of the settlement by either party, and that representatives of the College can not speak about the Paiewonsky case without forfeiting a large sum of money to Paiewonsky.

The papers which, in almost every case, were either written by or addressed to department chair Jeremy Medina centered on Medina's arguments that Paiewonsky lacked both professionalism and collegiality.

Medina felt that Paiewonsky had "significant, perhaps insurmountable problems." He continues, "Despite the very personable exterior that Edgar can present to others, his deepest thoughts and actions seem to be moved more times than not, by notions of personal gain."

According to the documents, Medina believed that Paiewonsky's personality conflicts with members of the department's faculty and staff were serious and marked by "unprofessionalism and hypocrisy." Medina provided as evidence for such an assertion Paiewonsky's relationship with a departmental colleague, Santiago Tejerina-Canal, especially with regard to the selection of finalists for a new tenure track position in Spanish in 1983-84.

Medina quoted Paiewonsky as saying that Tejerina would never receive tenure at Hamilton and added that Tejerina "currently our most popular teacher in the Department, would submit his resignation if Edgar were awarded tenure."

In a later document dated March 6, 1986 Medina asserts to Dean Endy "as you know, Satiago Tejerina-Canal will accept the Vassar position if Edgar is granted tenure (and indeed, may do so anyway), and since the deadline for submission of job opening announcements for the last MLA bulletin is March 21, it is obviously essential that a decision on Edgar's case be made before that time."

The Paiewonsky decision was announced in late May. Professor Tejerina-Canal remains on the staff.

Medina's reports also include the allegation that during the hiring process Paiewonsky stated in a departmental meeting that the department should hire someone less qualified than the current candidates in order to lessen competition for the position he wanted for himself.

Medina conludes "I honestly believe that his self preoccupation, his tendency to backbiting and hypocrisy, and his lack of organization and self-discipline present a very grave danger." He adds, "I can only hope that the Dean's office will seek further details from Edgar's enemies," and provides a list of "enemies" many of whom the Dean did indeed contact.

Another viewpoint which the documents revealed was that of Pro-

cont. on p. 3

Societies shuffled

by Shelly Danse

Recently decisions were made regarding the immediate future of three of Hamilton's private societies. Suspended Delta Upsilon will return and live again in their house. Phi Beta Chi loses DU's house and has been attempting to make on-campus arrangements. DKE's suspension ends when the last DKE's graduate in May.

Because they have not violated their probation with either the school or their Trustees, Delta Upsilon will be off probation next year and once again living in their house. Dan Nye, current president of DU, stated that the fraternity has not only complied with all the terms of their probation but, "We have participated in a number of positive community acitivities". These have included raising money for the ABC house, the fire department, and the Boys Club by sponsoring events like hayrides, and the famous 'rent-a-D.U.' auction in which various brothers were sold for the day to the highest bidders.

When asked how Nye felt about Phi Beta Chi living in the DU house, Nye remarked that , "They have been great, especially about keeping the house in good condition." With the anticipated return of DU, PBX began looking earlier this year for alternative housing. Zena Abidi, president of Phi Beta Chi was quick to state that, "While it has been wonderful to have the house this year, we at no time tried to influence the Trustees into letting us keep it."

She also added that, "We were under the impression that it would not be difficult to acquire housing as a sorority through the Special Interst Housing Option." However, this spring, when the Housing Committee announced that there would be no Special Interest Housing next year, PBX began negotiations with Dean Jervis.

The Dean's office decided not to allocate the sorority on campus housing . However, PBX did obtain housing through the blocking lottery but they had to be broken up into three blocks of Bundy, Dunham and Wally-J. Dean Jervis stated that "We were asked on too short notice to go thorugh all of the proper channels to grant Phi Beta Chi their housing request." Jervis voiced her main concerns with giving PBX housing were the implicaitons for the future. "If we say yes to Phi Beta Chi we are setting a precedent for any other private organization that wants housing. We are opening the door..."

Jervis also stated concerns for those who are not members of a fraternity or society. "Everytime we give away additional space we are reducing the living availibility for those students not in private societies." Jervis blamed the current situation on the school's history as an all male institution. She raised the question, "Is it our responsibility to

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Journey in Utica

by Jean Leverich

"The Journey," a fourteen and a half hour long film directed by Peter Watkins ("The War Game"), will hold its American premiere in Utica on April 24-26. Hailed as "the event of this year's festival" by the 1987 Berlin Film Festival, "The Journey" briefly features Hamilton's own (albeit recently resigned) Jeffrey Eaton.

Parts of the film, in which Watkins spans the world to emerge with a compelling documentary about what the Berlin Film Festival calls "The Big Issue," the threat of nuclear war, were shot in Utica and the Mohawk Valley. Filming also took place in Scotland, Norway, France, West Germany, Mozambique, Japan, Australia, Polynesia, Mexico, Canada, and the Soviet Union.

"The Journey" is Watkins' sequel to his 1966 Oscar-winning documentary, "The War Game." Watkins asks that the audience not think of the film as "a narrative film in the traditional Hollywood meaning, or as many of the story films in the cnema today. 'The Journey' does not have a beginnning; then an early 'attention-grabbing' violent scene; then a middle slow-scene; final slow-scene before the ultimate climax (which is often violent), and the final soft landing at the conclusion."

Watkins is concerned with the media as a manipulator and feels that objectively in film cannot exist. "The Journey," according to Watkins, is about "War, Racism,

Director Peter Watkins on site in Utica for the film, "The Journey" Photograph by Sylvia de Swaan.

aggression, manipulation, economic exploitation, 'objectivity' and the 'truth,' centralization of power, overcoming barriers, the first glimpse, information, the journey, process." Don Ranvaud of the Berlin Film Festival warns that "this film could seriously damage your viewing habits, or at least we hope so!"

Professor Scott MacDonald, who teaches at Utica College and is a personal friend of Peter Watkins, explains that "it was a sheer accident" that Watkins shot the film in Utica. In **Afterimage**, MacDonald writes, "I've known Watkins since 1974, and I'm proud to call him a friend. In fact, I admire him so much that when he asked whether I could make arrangements for him to shoot part of a new film about the arms race in the Mohawk Valley area of New York State, where I live, I could not imagine saying no."

In producing the film, MacDonald writes, Watkins contacted as many groups as he could to establish a fund-raising network and other pre-production groups eventually coordinated by Svenska Freds, the Swedish peace organization. MacDonald and Don Tracy, a Utica-based commercial photographer, organized the Utica group. Says MacDonald, "Through a variety of community events, screenings of 'The War Game,' a community dinner, a flea market, an art auction—we raised $15,000, which was supplemented by a $20,000 production grant from the New York State Council on the Arts."

Robert Baber, a professor of journalism at Utica College, organized a research committee to

On and Beyond

At the Movies

SKFS
Butch Cassidy and the Sundance Kid
Friday and Sunday
8:00 and 10:00, KJ Aud.
Saturday
8:00 and 10:00, Science Aud.

FFFS
Auntie Mame
Friday and Sunday
8:00 and 10:00, Science Aud.
Saturday
8:00 and 10:00, KJ Aud.

L.A.W.
Kiss of the Spiderwoman
Friday
8:00, Chem. Aud.

Cannonball 853-5553
Hoosiers
7:00, 9:15
American Tail
2:00

Sangertown Films 797-2121

Mannequin PG
4:15 7:15 9:45

Nightmare on Elm Street Part III R
4:10 7:10 10:00

The Aristrocats G
5:00 7:05

Outrageous Fortune R
9:50

Secret of My Success PG13
4:00 7:00 9:30

Blind Date PG13
3:50 6:50 9:20

Platoon R
3:40 6:40 9:30

Children of a Lesser God
3:45 6:45 9:20

Tinman R
3:30 6:30 9:15

Arizona PG
3:40 6:40 9:40

Last week's answer

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MUSIC

The Cultural Resources Center will present Stanley Jordan and Bobby McFerrin, Sunday, April 26 at 7 p.m. Tickets for the concert, to be held in the Crouse-Hinds Concert Theater are $15.00 and $12.50, on sale now at the Syracuse Civic Center, 425-2121, and all Ticketron outlets. For VISA and MasterCard orders, call Teletron at 1-800-382-8080.

The Syracuse Symphony Orchestra will host Xerox Affiliate Artist William Wolfram beginning Monday, April 13 and continuing through Friday, April 24. During the residency, pianist William Wolfram will perform at the annual Contributors Concert on Wednesday, April 22. Mr. Wolfram's two week residency is being sponsored locally by the General Electric Foundation.

Affiliate Artists, Inc. is a national not-for-profit organization that brings corporations, communities, artists and audiences together. Through Affiliate Artists, Inc., some of America's most talented performing artists develop their careers through performance opportunities and immediate, personal contact with their audiences. They also assist arts institutions and community organizations in building new audiences for live, professional performances and they serve the public relations and marketing objectives of corporate America.

As part of the Affiliate Artists' Xerox Pianist Program, William Wolfram will present a series of "informances" in addition to his solo performance at the Contributors Concert. An "informance" is an informal, flexible performance that brings the Affiliate Artist to a wide range of settings in the community with the goal of involving the audience members through the music as well as comments and discussion from the artist. Participants in the Affiliate Artist Informance during the two week residency of Mr. Wolfram will be Baldwinsville High School, LeMoyne College, Wellwood Middle School, Auburn Friends of the Syracuse Symphony Orchestra and the Syracuse Rotary Club.

ARTS

"Diva", to be screened at the Munson-Williams-Proctor Institute as part of the Film Series, is a remarkably fresh and original work that is at the forefront of a new kind of French New Wave. First-time director Jean-Jacques Beiniex delivers a breathtaking array of visual images and pleasing symmetries in this romantic thriller 1980s style. At the heart of the film is an opera-intoxicated 18-year-old mail carrier who becomes unwittingly entangled in a web of murder, intrique and passion. Blending the distinct forms of opera and punk rock, "Diva" will forever change your perception of foreign film.

Shown in the Museum of Art Auditorium at 2 and 7:30 p.m., this 1982 film is rated R and is 123 minutes long. Admission is free to Institute members; non-members $4 for adults, $2 for full-time students.

For information, call 315/797-0000, extension 53.

The Munson-Williams-Proctor Institute Museum of Art will be open to visitors on Easter Sunday, April 19. Fountain Elms, the 1850 Victorian house-museum located next to the Museum of Art, will also be open. The facilities will be open from 1 to 5 p.m. and feature the exhibitions "The Blue and the Gray: Oneida County Stoneware," "Back to the Future," "Drawings and Paintings by Edward Root: Art Collector," "All It's Cracked Up To Be: Ukrainian Easter Eggs," and "Selections from the Proctor Watch Collecton," and many works from the permanent collection. Admission is free. For information, call 315/797-0000, extension 46.

As the closing production of its 1986-87 season, the Syracuse University Drama Department, College of Visual and Performing Arts, will present *110 In The Shade*. Written by N. Richard Nash, with music by Harvey Schmidt and lyrics by Tom Jones, the musical play opens April 17 in the Experimental Theatre and will continue through April 19 and April 22 through 26.

110 In The Shade is based on Nash's well-known play, *The Rainmaker*, which first appeared in abbreviated form on the Philco-Goodyear Television Theatre, in 1953, and was then expanded into full-length form for the stage and presented in New York in October, 1954.

Set in a drought-stricken prairie town in the early 30's, the play's action hinges on the efforts of Lizzie Curry's father and brothers who try to find her a husband before she reaches the age of spinsterhood. An attractive, fast-talking stranger and self-proclaimed "rainmaker", named Bill Starbuck, arrives in town and, for $100 from Lizzie's father, promises to bring rain to the prairie within 24 hours. As they wait for the rain, this persuasive dreamer convinces Lizzie of her womanliness, and awakens her to love.

MISC.

The YWCA of Utica is pleased to announce that Jane Brody, dynamic New York Times health columnist, will be the guest speaker as part of their "Fitness '87" Campaign.

Her public television series, "Good Health from Jane Brody's Kitchen", was backed each week by some of the nation's most prominent diet and cardiovascular disease scientists, as well as being a testament to her love of cooking and eating.

A graduate of the New York State College of Agriculture at Cornell University, she received her masters in science journalism from the University of Wisconsin, and began her journalism career at the *Minneapolis Tribune*, joining the *Times* in 1965.

Tickets to hear Jane Brody, guest speaker at the 102nd YWCA of Utica Annual Meeting are available at the YWCA of Utica, 1000 Cornelia St., or at the Rome Family Y, Kirkland Art Center, Clinton, and Harris Bros. in the New Hartford Shopping Center. A $25. ticket includes dinner.

The YWCA of Utica is pleased to announce receipt of a grant from the Utica Foundation, Inc. in the amount of $3,250.00.

Funds from the Martin-Gifford Memorial Fund; the Frank C and Clara S. Thurgood Fund; the Harry and Edith Hurd Fund and the Marjorie D. Wagner Fund of Utica Foundation, Inc. will be used to purchase video equipment to enhance YWCA programs and instructor training.

The equipment will be primarily used by the YWCA Health Promotion Services Department to expend programs for arthritic, disabled and rehabilitating program participants by making use of a variety of available educational videotapes as well as developing creative programming in swimming, aerobic fitness and YWCA Women's Nautilus Fitness Center strength training for persons with special physical needs.

The YWCA Youth Services Department has developed training concepts that will utilize video capability for teen and adolescent employment skills training in groups or one-to-one.

Crisis Services plans to utilize the equipment at Hall House, the YWCA shelter for abused women and children. Educational tapes already available, including Not Always Happy At Our House , will be used by clients and staff.

• College Comedy Competition is looking for funny students for a new national television show. Short skits, stand-up, comedy routines, or anything humorous. Immediate talent hunt under-way! If interested contact Andrew Wertz,BCC, or Tina Miller, 859-0119.

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EO/AA

Medina Report Questioned

cont. from p. 1

fessor Rouben Cholakian, one of the three tenured members of the Romance Languages Department. Cholakian raised objections to Medina's report in a letter to Medina stating "Already some while back it was clear your relationship with Edgar was strained, prompted by all sorts of factors not least among them a fundemental difference in temperament." Although believing professional compatability to be a valid criterium, Cholakian states "we must also bend over backwards to judge fairly in spite of differing points of view."

Cholakian suggested to Medina that the phrase calling Edgar a deceptive person be removed or clarified, that describing Edgar's scholarship as superficial is unfair, that terms like "psychological instability" and "neurotic preoccupation with self" are slanderous and venturing into amateur psychoanalysis, and that the wisdom of telling the Committee on Appointments to consult "Edgar's enemies" was questionable.

Cholakian also questions the viability of comments which might be less than objective. In his report Medina asserted that Paiewonsky indicated **to Jorge Olivares while Olivares was here on a short term contract,** that "he (Paiewonsky) would make life miserable for ever accepted an offer from Hamilton."

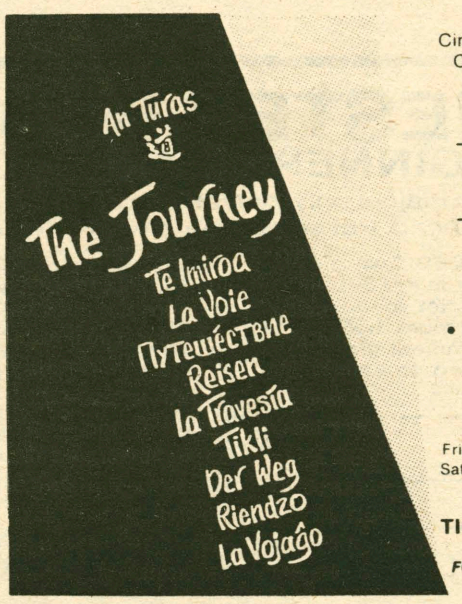
Although Medina knew the relationship between Paiewonsky and Olivares was negative, he asked Olivares to evaluate Paiewonsky's work. He tells Olivares in a letter "you know well my personal perspective on all this (and I know yours...)," but he continues that he will use "objectivity and professionalism," and expects the same from Olivares **but also** "total *frankness*." Medina concludes that he wrote a "ferociously positive letter" for Olivares's record at another school but added "what doubt can there be in *your* case?"

Medina's report also summarized student reccommendations. Included in the released documents was a list of discrepencies between comments from the evaluations and Medina's summary. For example, one student stated, "His availability and punctuality are about average for any other professor I ever encountered at Hamilton." Medina summarized this statement as "average ability." Another student wrote "with respect to Edgar's abilities as a professor, I have no hesitation in rating him among the best that I have had at Hamilton." Medina translated this statement as "excellent teacher."

The COA and the Dean's recommendations both cite Paiewonsky's past and potential service in the Academice Year In Spain program. Endy states that although "Medina and Moraud's evaluation immediately after the year were reasonably positive, further investigation has indicated to Medina tha P-C was a poor administrator." Cited as problems are a reluctance from other schools to work with Paiewonsky, poor relations with host families, and that some business matters were neglected.

However, the last day of the shortened hearings pointed out that fourteen months after Paiewonsky's return Medina stated that "Edgar's stint as DIR (Director In Residence) should be considered as a definite positive factor in future decisions concerning his position at Hamilton." Cited are a number of positive accomplishments including successful financial management and recruiting "superb" instructors. What produced the change in evaluation has not been made clear.

The COA's conclusions state that "All of those who would deny tenure including the Dean, appear to agree that were it not for a very negative judgement in the third area of competence, that of the ability to assume a responsible role in the affairs of the college, tenure should be granted." Service usually refers to service on committees and work with organizations. However the COA weighed collegiality as a deciding factor due to the fact that htey perceived a pattern of behavior rather than isolated conflicts.



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Davis Addresses Racism and Sexism

by Marie Jean-Francois

Standing ovation it was, and certainly a most electrifying welcome for Angela Davis as she filled the Chapel with an eager crowd on Saturday, April 11th. Angela Y. Davis is a black, radical political activist who has been in the public eye since 1970. She went through one of the most famous trials in U.S. history, was acquitted and since has been fighting a was against racism.

Davis is the founder and co-chair of the National Alliance Against Racism and Political Oppression (NAARPR), and is the author of *Women, Race, and Class*. She currently teaches at San Francisco State University and continues to exhibit intense political activism. In 1980 and 1984 she was nominated the Vice-Presidential candidate of the Communist Party, U.S.A.

The focus of her address was on the violence of racism and how it causes dissension amongst people. She stated that racism is very much alive today, and that "we are still facing an issue that was faced 20 years ago, 40 years ago, 100 years ago." During her speech Ms. Davis explained how racism is rooted in the era of slavery which was followed by an era of lynching. She chilled the crowd by describing a lynching that occured 50 years ago.

This atrocity was perpetrated against a black man and Davis noted that "the historical continuum of racist violence is part of today's society also." In fact, she cited blatant occurences of racism that take place on our campus. One such incident took place in Bundy during which certain minority students were called "third world niggers." She also mentioned the Paiewonsky-Conde case and how he was denied tenure. She feels that acts of racism are perpetuated not only be the students but by the administration as well. Davis said with great conviction, "you have some serious problems and must take care of them."

Davis said that the problems are not only at Hamilton but at other colleges as well. She wants the students to realize that racism is a global situation. It is not the problem of blacks only but that of everyone. She feels that bridges must be built which integrate black people in the economic, political, and social structures.

Davis expressed great dissatisfaction towards the Reagan administration and said that it has "systematically encouraged racism, sexism, and anti-working-class." She informed the audience that over 90 percent of the black population did not vote for President Reagan during the 1984 election, and she said that this was an indication of where to look for leadership in the future.

Throughout her speech Davis reiterated the need for organizations and political movements, such as the women's movement, to be multi-racial. She feels that doing the opposite "reeks of racist elitism." She spoke specifically on the women's movement and said that it cannot be simply a white movement but must integrate black women and men as well. She voiced that to extend an invitation for black women to join the movement is not sufficient and that "the white women must become aware of the importance of attitudinal aspects of racism and change their perspective." She pressed for the white women to accept leadership form black women and at the same time develop an anti-racist consciousness.

Davis further claimed that racism extends to both gender and class and should not be conceptualized as the problem of a specific group of people. When asked how racism can be fought and consequently include blacks into political movements, she stated that the first step must be to become aware that racism exists. The women's movement, the divestment movement and demonstration protests, she feels, are concrete ways to fight racism and other forms of discrimination.

On April 25th there will be a march in Washington to say "No" to the policies concerning South Africa and Central America. Davis urged students to participate and "make the transitionfrom belief to action." Angela Davis believes that political activism will promote a more egalitarian system.

Davis delivered a brilliant speech that shook the audience and prompted a cry of "where the hell have you been" form a gentlemen in the audience. To that question she answered that she has still been doing the same kinds of things - promoting change, equality and fighting racism.

She pointed out that in our society a victory for the people in power is an individual victory, whereas a victory for the most oppressed benefits all. Angela Davis concluded her speech full of energy and urged everyone to "get out there and build coalitions that can shake this country and turn it around!"

Constitutional Law Symposium

by Beth Coombe and Kanchalee Svetvilas

A host of scholars and legislators met Saturday for a symposium covering a variety of Constitutional issues. Entitled "Federalism, States' Rights, and Sex Discrimination" the symposium debated topics ranging from the 10th Amendment to statutory rape laws, to pornography.

The first issue the panel addressed was "In light of the recent U.S. Supreme Court decision in *Garcia v. San Antonio Metropolitan Transit Authority,* to what extent can the federal government regulate areas falling within traditional state sovereignty prerogatives? After *Garcia* , is there any vitality left to the Tenth Amendment?

Professor Michael Grygiel, the moderator for Part I, "Federalism, States' Rights, and Public Education Curricula" opened the discussion with a hypothetical situation. Although it is not politically viable to raise taxes, a city council has learned that the federal Congress has amended the Fair Labors Act requiring it to pay city municipal employees a mandated minimum wage.

Thomas Nelson, Comptroller of Utica, responded by explaining that council members are elected to bring services such as police and fire protection, garbage collection, and sewage removal. "These services are fundamental, and the government can't budget the way you like." If the government were to mandate how they should run, he said, "it would dramatically change the way we deliver services."

Rogers M. Smith, a Professor of Yale University's Political Science Department stated his belief that the Supreme Court can act as a regulator and preserve a meaningful role for the state, although they do not currently perform this role well. One of the reasons the court has trouble regulating the states' role is because it has been unsuccessful in defining state functions that would allow them to develop clear guides.

Field added that the roles could be determined historically, but that this does not allow for changing functions which are essential for effective government. Field also expressed her hope that in the future the court will use the Eleventh Amendment instead of the tenth, to enforce state rights.

Professor Grygiel then changed the focus of the forum to mandatory sex education. In the scenario given, Congress has just passed a law requiring schools to teach sex education in schools. Grygiel then asked Mr. Thomas Bogan of the Clinton school board how he would react to the passage Bogan responded by explaining that this law would require him to reallocate time and resources in the school's curriculum. "This would result in a decrease of time spent studying subject like English, Math, and Science," he added. Professor David Paris, also a member of the Clinton school board agreed with his colleague. He also pointed out that there are different level of need for sex education in different areas of the country and that a national law would be largely ineffective.

Professor Field mentioned that Congress cannot destroy states' rights. She found the problem of sex education interesting and agreed that it was not a good idea. "This is probably why it has not been passed," she added.

The topic of the forum again shifted, this time to abortion funding, Professor Catharine MacKinnon of Stanford University Law School pointed out the paradox of federal abortion decisions. "The Supreme Court held that states could not make abortion a crime based on the right to privacy, but then asserted funding was not a federal issue in its decision from *Harris vs. McRae.* If privacy is a fundamental right, then the federal government should pay for it under federal medicare," she claimed. MacKinnnon added that the issue is one of sex equality and women's rights and that the case should be reopened.

The second issue addressed Saturday centered on "Sex Discrimination and the Problem of Pornography."

The moderator for the second issue, Professor Eugene Lewis, Dean of the New College of the Unviersity of South Florida, opened discussion by asking if he would be covered under disability insurance if he were to become pregnant. He was upset with the answer that he would not be covered because the Supreme

cont. on p. 5

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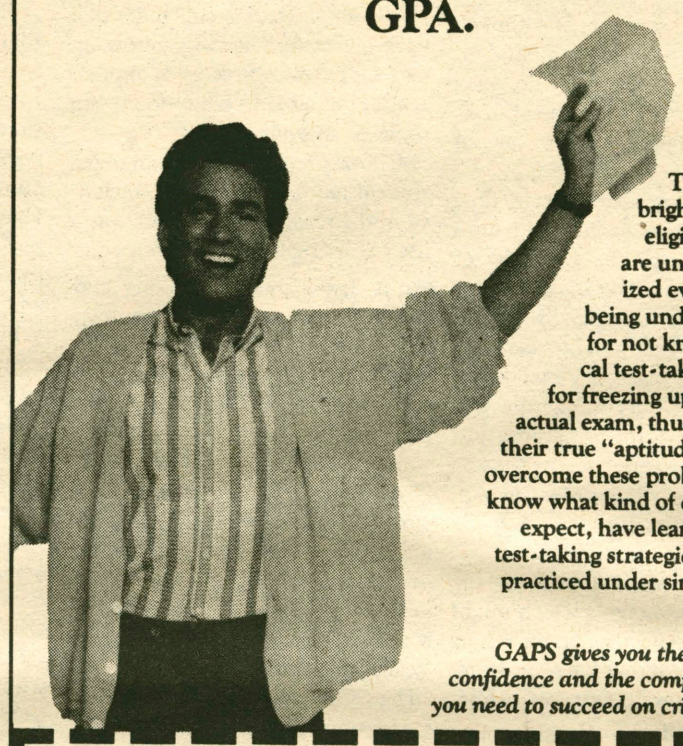

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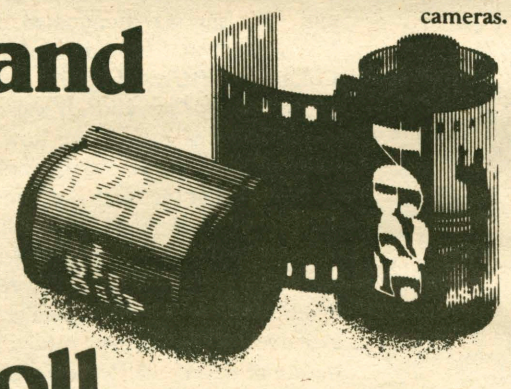

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Movers and Shakers

by Julie Brand

"A tremendous success" is Mary Dougherty's description of last week's "Women's Energy Weekend." Co-ordinator with Nancy Roob '87, Mary said, "It was a collaborative effort of so many people—that's the way it should be."

Mary views the Women's Center also as a "collaborative effort." It is frustrating for her to hear that women feel isolated from the Women's Center. She calls the organization "unstructured" and says that, "the people who are it, make it." She wishes that women on campus would give it a try, since she feels there is a need for it. "Women come to one meeting and they're bored or they don't agree with something they hear, and they never come back."

"It's difficult to work against the impressions people have of the Women's Center." Mary calls many of these impressions "second hand information" and cites them as a source of unfounded biases against the Women's Center. For example, she says that people think the Women's Center is against fraternities; but it cannot collectively take a stand on any issue, such as fraternities, since it represents all of the women on campus, and all of the women may not be against them. She does realize that there are a group of women active and dedicated to the Women's Center this year who hold the same opinions, and that these women's views tend to be equated with those of the Women's Center.

Mary came to Hamilton from New Hope, PA four years ago because of tthe "nice people" and "good academics." She feels that she has received an excellent education and will continue studying English at graduate school in a couple of years, so that she can eventually teach at a college.

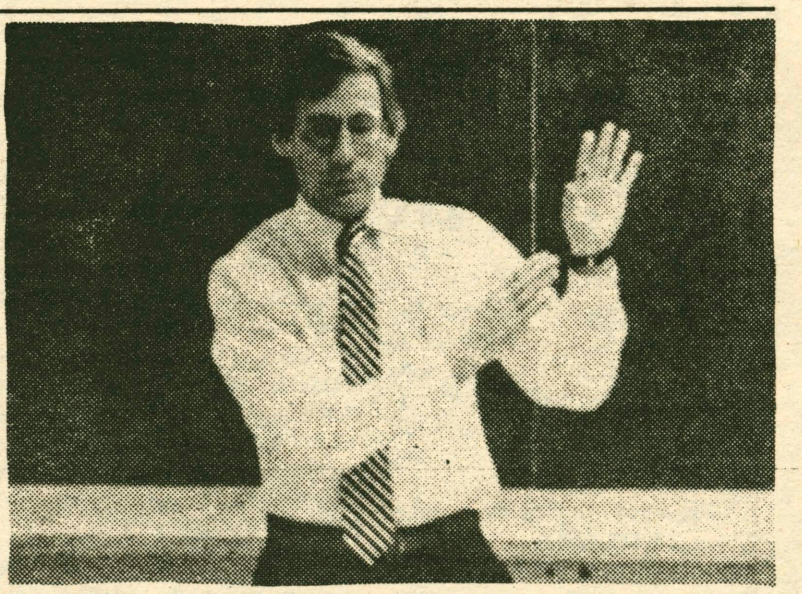
Although there are aspects of Hamilton College that Mary disapproves of, she calls her feelings concerning Hamilton "paradoxical" because it is here that she has learned what is important to her, and without Hamilton she may not have come to such an understanding. A personal tragedy this Fall also helped Mary to come to terms with her perspective on Hamilton. She feels that we can all get trapped by the smallness, and we need to remember that "life is not Hamilton."

Mary has been called a "Lefty," but she says that relative to the world she is not that radical; rather, Hamilton is very traditional and conservative. The Women's Center is "not thé only thing important to me," Mary emphasizes. Schoolwork, friends, and family are her life.

Mary has spent four active years at Hamilton outside of her involvement in the Women's Center. She had a radio show with WHCL and played club hockey her first year. Mary was also involved with the Kirkland Endowment and wrote poetry for *Red Weather*. Presently she works for Professor P. O'Neill in the English Department, tutors Spanish at the ABC House and is involved in Pentagon.

Mary spent the Spring of her junior year in London with the "British and European Study Group." She studied English and Art History, and traveled throughout England, France, and Italy seeing friends from Hamilton along the way.

Mary calls her most rewarding experience at Hamilton College her involvement "in a subset." Although her liberal beliefs have been the source of a "rude awakening," they have overall proved to be "enriching."



Professor Michael Grygiel moderated the Law Symposium addressing issues of federalism, states' rights, and sex discrimination.

Pornography Debated

cont. from p. 3

Court divided employers into pregnant and non-pregnant people.

MacKinnon explained that sickle cell anemia could not be excluded legally from disability insurance because it occurs primarily to blacks. "Yet the fact that only women are hurt by pregnancy was not interpreted in the same way," she said. Congress amended Title VII adding pregnancy as a disability clause.

The forum then turned to the discussion of whether The Equal Protection Clause requires statutory rape laws to be gender neutral. The discussion centered on the objective behind the statutory rape laws and whether they were established to promote chastity, prevent pregnancy, or protect young girls.

The Honorable Barry Donalty, District Attorney of Oneida County, stated that the legitimate government objective is to prevent unwanted pregnancies.

MacKinnon disagreed with Donalty and expressed a concern she had with statutory rape laws. "Do the statutory rape laws actually protect young girls, or do they instead target them."

The topic of the forum then again changed to the issue of pornography and how it can best be regulated in modern society.

MacKinnon first described the proposed legislation against pornography developed by herself and Andrea Dworkin. Under their legislation, pornographers could be punished under four circumstances: 1) if persons were coerced to perform the acts 2) if pornography were forced on you 3) if assault were caused by pornography 4) if it subordinates women. MacKinnon argued that it was important to enforce this legislation in order to attack the symbol of pornography and to promote equality. She compared the issue to segregation. "The symbols of segregation were 'No Blacks' and 'Whites Only' signs. Eliminating the signs did not reove free speech, but it helped alleviate segregation."

She also compared it to blackmail which is currently prohibited by the government, but does not significant; limit first amendment rights.

Professor Burton Caine of the Temple University Law School asserted that free speech is more imprtant than the regulation of pornography. He compared the issue to allowing Nazis to march in Skokie which is permissable and allowable under our system.

MacKinnon responded by arguing that some interests outweigh the interest of complete freedom of speech. "Pornography harms women. It is used in medical schools to desensitize doctors and yet people still argue it is a form of art. 'More speech for pornography is more speech for women' is just not true. We must decide whether women's equality is a worthy interest to limit free speech."

News From Other Campuses

Franklin and Marshall

Due to a prior agreement between various students, administrators, and staff, the Steinman College Center was closed April 1st as an April Fool's joke. The closing included a set of 38 "demands" set forth by the "Task Force on Student Anarchy and the Council of Student Losers."

Outside the closed College Center, various students guarded the building with water machine guns. Set to open at 12:00 noon, the Center was taken back by force when three students took an administrator hostage and demanded an end to the siege.

Middlebury College

Leaders of certain student organizations will receive financial compensation for their work beginning next fall. The Student Forum president reasoned "by not giving compensation to the individuals in these positions that require a huge time commitment, you are discriminating against students on financial aid." The newly-salaried positions demand approximately 25-30 hours a week, while work-study jobs require 15 hours, for a total of up to 50 hours a week commitment for students attempting a student leader position while on financial aid.

Twelve positions will be provided compensation, including the station director of the campus radio station, and the editor-in-chief, managing editor, business manager, operations manager, and productions manager of the college newspaper.

Reed College

Eleven students calling for divestment of all South Africa-related stocks have been suspended for the remainder of the semester pending a hearing after they occupied the campus development office. Ten of them were arrested for trespassing.

Reed's governing board had recently reaffirmed a decision to invest in companies that abide by the Sullivan Principles. Reed has $6.3-million in such stocks.

One of the eleven protestors chose to accept the administration's offer to leave the occupation voluntarily and be allowed to attend classes until a decision is made on the suspensions.

A board of students and professors was to meet last week to decide if suspensions were appropriate in each of the eleven cases.

St. John Fisher

A New York appeals court dismissed a lawsuit brought by a fired English professor, who claimed his department chairman committed libel when he referred to him as a clown in a comment to a student newspaper.

In 1979, the professor, who had already been fired, offered $2,000 to any professor who could teach better than he could. No one took him up on the offer.

The chairman told the student newspaper: "It just reaches a point where you don't pay attention to a clown."

The appeals court ruled that the comment had not hurt the professor's reputation, and was no more than "a general insult."

Children believe what their parents tell them.

"You disgust me!"

"You're pathetic. You can't do anything right!"

"You can't be my kid."

"Hey stupid! Don't you know how to listen."

"I wish you were never born!"

Ad Council

Words hit as hard as a fist. Next time, stop and listen to what you're saying. You might not believe your ears.

New Residential Life Committee

by Kristina Weiss

The IDC has recently created a new committee to evaluate dorm life on campus. The committee is titled the Residential Life Committee (RLC) and its responsibilities include monitoring dorm life on a monthly basis through student input, and bringing a more active voice of the entire student body into the IDC. The committee is comprised of two members of the housing committee, two IDC representatives, one student advisor and the Chair.

At the present time, the RLC is evaluating three dorms, one from each part of campus. Students in Kirkland, Major, and Bundy-East have all been given a questionnaire to fill out and to return to their student advisor by April 14. The questionnaire asks the students to comment on the positive and negative aspects of their dorm, interaction within the dorm interaction with other dorms, and ability of their dorm to meet their personal needs.

Once the committee gathers the responses, it will meet and evaluate the students' view of dorm life. The RLC is looking for common attitudes (positive and negative) and recurrent patterns in the students' answers. With this information, the RLC will combine with the IDC to try and formulate adequate solutions to cited problems. If the pilot-plan proves successful, each dorm will be asked to complete a questionnaire in the fall on a monthly basis.

Domack to lead Antarctica quest

by Linda Kranitz

Next January, Dr. Eugene W. Domack, an Assistant Professor of Geology at Hamilton, and five to eight Hamilton Students will conduct a month long glaciar research expedition in Antarctica.

The study, funded by a recent grant of $45,620 for research at undergraduate institutions from the National Science Foundation's Division of Polar Programs, will be conducted by Domack and twenty seven other scientists aboard the 210 ft National Science Foundation Research Vessel, Polar Duke.

According to Domack, the study is focussed on the Antarctic Peninsula which runs north and south and crosses several temperature zones, ranging from the south end, which never gets warmer than -2 degrees C, to the North, which gets as high as 4 degrees C. The research is intended to "determine the actual amount of melting taking place in the glaciers of Antarctica today," according to Domack. This information can be determined by measuring the salinity of the seawater, its temperature, and the amount of suspended sediment which flows with the meltwater into the fjords along the peninsula.

The students who will accompany Dr. Domack on the trip will be selected from about thirty applicants who attended an informational meeting in February and a second one in March, at which times Domack explained the goals of the trip and exspectations for students participating. The criteria for seleciton is primarily enthusiasm for the subject of the study, but Domack is also looking for diversity among the students. He said he prefers students who have demonstrated interest in pursuing a broad base in science, since the research will involve a wide range of scientific knowledge.

The students who are accepted for the trip will be expected to take Domack's seminar on Antarctica next fall which will familiarize them with Antarctica in general, as well as give them specific knowledge which will be relevant to the goals of the program. Students in the seminar will also learn to use the equipment necessary for their work in Antarctica.

Domack's preparation for the trip will be done largely during this summer, when hewill gather charts to plan the ship's course for the trip, and will gather and check the instrumentation for the ship ot insure that everything is in working order. In September, he will attend an orientation meeting in Washington DC where he will meet with the ship's captain and the other scientists involved withthe trip to work out the logistical details and any other problems which may need attention.

Dr. Domack who has twice previously studeied with research expeditions in Antarctica as a graduate student, has long been interested in glaciers. Analysis of the data collected on the expedition will continue in the Geology labs at Hamilton for the next two years.

The ABC House has achieved considerable success. Every student to graduate from the program has been accepted at a college

ABC For City Teens

by Valarie Hing

Behind the library and through the parking lot is a large white building which Hamilton College rents to the "A Better Chance" (ABC) organization. Each year this house, like many others around the country, is occupied by nine high school students, two resident tutors, and a resident family.

The Clinton ABC House is one such house set up by the ABC organization, a nation-wide program designed to encourage minority studnets' preparation for college. Students are recruited from cities such as New York, Boston and Philadelphia, and the District of Columbia, and are sent to live in an ABC house and attend the area's public high school. The houses are single-sex, the one here being male. Its closest female counterpart is in Syracuse.

The ABC application process is much like that of most colleges. According to Henry Anderson, one of the two seniors currently in the program, "It's all averages, attitudes and a test. The students file an application and take a test. Each student's file is then sent to an ABC house where an admissions committee reviews the files it receives and selects the students it feels would benefit most from the program."

Tkhe house in Clinton has a budget of 36,000 dollars per year, most of which goes toward room and board for the students and resident tutors. The budget also allows for three round trips home per year and a weekly allownce for each student.

In addition to the two seniors currently here, there are four juniors, and three sophomores, and the boys are all great friends. Of course they had to get used to each other first, as Kirl Francis, a junior, pointed out. They were initially wary of each other, and some tension existed.

Adapting to each other was not the only change for the boys. They had to adjust to a new environment as well as a family they had never met before. Indeed, as Kirl confessed, when he came up to visit the house and the neighborhood, he had no intentions of enrolling. When he left he felt the same. Now, however, he has no regrets that he came. As sophomore Ismael Laboy put it, "We're all basically happy."

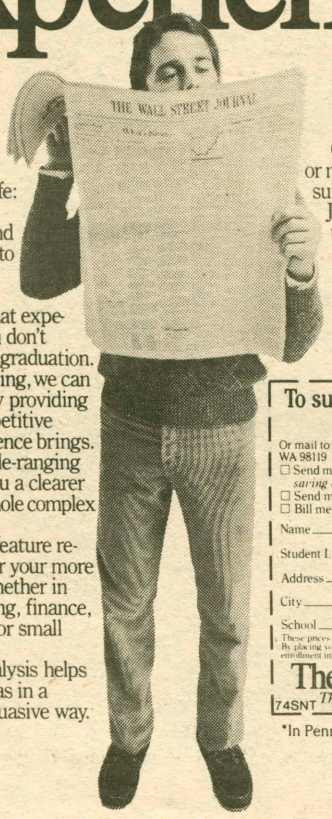
Why basically? "Well," he responded "we're not with our families."

The boys attend Clinton Central School where they are very active students. After school they must study for at least two and a half hours every day, except Fridays. They study also on Sundays. Official study hours every day, except Fridays. They study also on Sundays. Official study hours are from 7:00 to 9:30 pm and each student may study at his desk or at the very large dining table. Students who are on the honor roll at school are permitted to study in their rooms.

After studying, the boys are free until bedtime which is at 11:00. They often come over to Hamilton to work out in the Athletic Center.

Extracurricular activities take up a lot of the boys' time too. They are all members of several clubs and teams at school. Three of the boys took part in Clinton's last theatrical production, "Anything Goes." Martin Fisher, senior, and Wilson Valentine, junior, had starring roles while Henry Anderson was part of the orchestra.

Maybe there is a substitute for experience.



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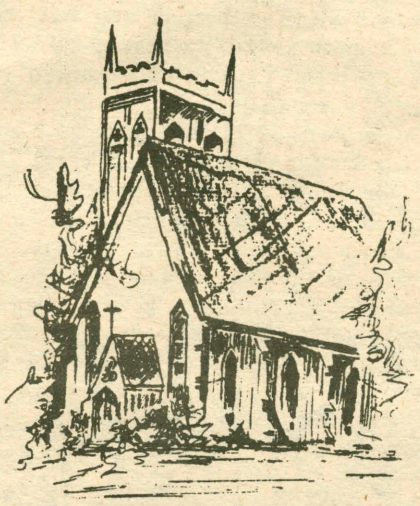

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IDC Co-Chairs

John Baumgartner and Steve Manzari

After extensive thought and deliberation we ask for your support in our goal to establish a more cohesive campus community. We would like to establish, maintain and propel this goal through the administrative workings of the IDC as its co-chairpesons.

We believe that dorm life can be more than demo and fire alarms—even enjoyable and enriching—especially when guided by the hand of a strong, dependable IDC. The IDC has a good deal to offer campus life when its resources are properly utilized.

We can achieve our goal by continuing to promote dorm unity, providing alternative campus social events and campus non-social events. In short, we feel that the IDC presented a number of beneficial services and enjoyable activities this past year which we would like not only to continue to provide, but expand upon as well.

Furthermore, we realize the importance attached to the role of IDC co-chairpersons. Since IDC funding will be determined by its output, it is imperative to sponsor events which will be popular. In order to do so successfully, the chairpersons must be properly qualified in their organizational skills, and in their ability to interct with other students. Over the past few years between the two of us we have compiled experience in the Housing Committee, WHCL, the yearbook, as officers of the Men's Rugby Club, the Athletic Association, and as dorm presidents and members of the IDC.

The IDC will continue to improve under our leadership. We ask for your support on election day.

Don Keane and Dani Martin

Frankly, we've enjoyed being in charge of the IDC this year. It's been fun spending lots of money, especially to sponsor all the events that the IDC did sponsor this year. We hope you've had fun too. We know the winners of the Bermuda trip, the College Bowl, the Airband Contest '87, and the Super Hoops Contest did. You probably did too, if you went to hypnotist John Mape, bands like Zoot Suit and One Way Out, Razamataz, an informal faculty lecture, or if you've taken the IDC Express Friday or Saturday night or the Hell Trip to Toronto. We helped sponsor the Prejudice Reduction Workshop and we contributed to the Campus Fund in the name of each winner of the IDC "Player of the Game" during the basketball system. And the record-setting participation rate in this year's Red Cross Bloodmobiles are due in part, at least, to recruitment done by IDC representatives. In the next few weeks look for the IDC 10K run and the IDC residential life calendar.

Institutionally, we rewrote the IDC Constitution to provide better, more effective student representation. We created the Residential Life Committee to better address specific concerns and needs of the residence halls. And, of course, we spent more money on individual dorm allocation than ever before.

We don't expect you to vote for us just because of what we've done in the past, however. So we've already been making plans for next year's IDC. Programming will be increased, a Dorm Olympics and a Super Airband Contest are planned ALl of the dorms will be given VCR's, as well as even more funding. Hell trips to Boston and New York are planned. The Bahamas raffle and the College Bowl will repeat. We will sponsor a bodybuilding contest and a Comedy Night in the dorms. And, if all goes well, this time next year you could be watching (or starring) in an IDC Major Motion Picture about life at Hamilton.

But only if you vote for Dani Martin and Don Keane. Remember—we love to spend lots of money on you.

J-Board Chair

Matt Tannenbaum

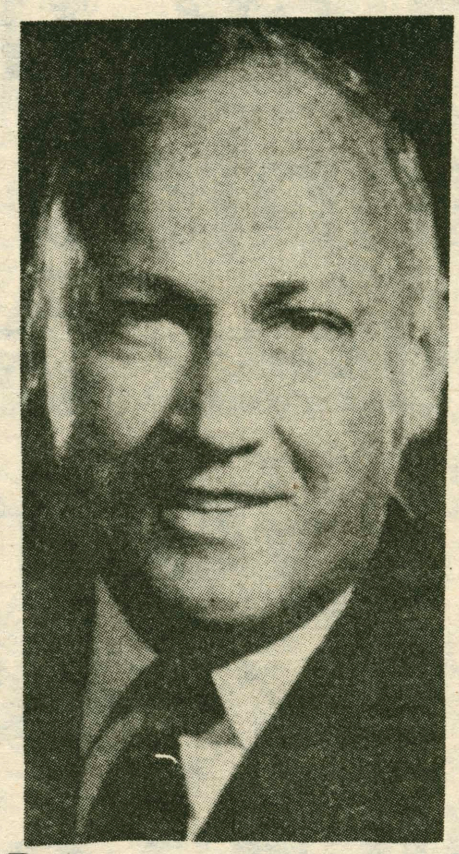
Being a member of the J-Board for the past two years has been a great experience for me. I've developed some important skills from this position: how to be objective, how to argue and debate in the most civilized mannes, and how to cooperate with a diverse group of students and faculty. As a two-year veteran of the board, I have become very familiar with its policies and procedures.

My responsibilities as chairperson will include running the hearings and organizing the debating process, and meeting with the dean to decide whether or not certain cases or accusations should be brought to the board. I have the umost confidence in my ability to do this efficiently plus it will be lots of fun!

Have a nice day,
Matt Tannenbaum

Irfan Malik

I am a member of the Judiciary Board this year as a representative of the Class of 1988. The college judicial system claims to be one that is regulated by the community, but student voice is excluded in cases that the administration chooses to decide by itself. If elected as the Chair of the Board for 1987-88, I will work towards a fairer resolution to student disciplinary cases. Equal Rights and Justice.



James Ferguson

New Professorship Established

The General Foods, Inc. has made a $1.25 million grant to Hamilton College for the establishment of the James L. Ferguson Professorship. Mr. Ferguson, a member of the Class of 1949 and a trustee of the College, recently retired as chairman and chief executive officer of General Foods Corporation.

Members of the Hamilton faculty will be appointed to the James L. Ferguson Professorship for a three-to-five year period by the President, acting upon the recommendation of the Dean of the College and a faculty committee. Faculty members from all disciplines are eligible; appointments will be based solely on the candidates' teaching effectiveness, involvement with their respective discipline, and their own intellectual breadth.

The Professorship's primary objectives are to encourage and recognize oustanding teacher/scholars, foster among students and faculty at hamilton a greater understanding of the business world, and promote better communication and cooperation between the academic and business communities.

A significant feature of the Ferguson Professorship is the opportunity for the appointed faculty member to participate in a specially designed internship at General Foods. The five-to-eight week program, which most likely will initiated during the first summer of the recipient's appointment, is designed to expose the faculty member to key business functions and activities. The internship will include the study of General Food's labor relations, employee recruitment, research and development, corporate planning, financial management, marketing, sales and distribution, and consumer/public affairs.

The grant will be paid fo the College for $250,000 installments over a five-year period, and income generated from the endowment will provide for the appointed professor's salary and benefits, as well as cover expenses associated with the summer internship. The General Foods, Inc. has contributed its first installment this year, and the Professorship will begin at the start of the 1987-88 academic year. Students are invited to submit nominations to the Dean of the College.

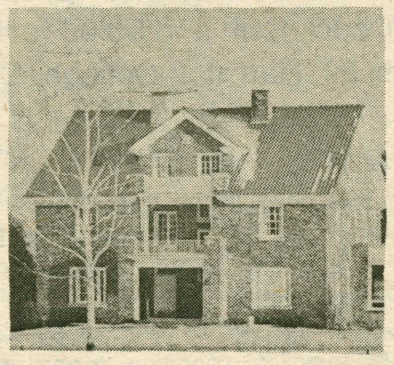
PBX Denied Housing

cont. from p. 1

redress this by giving away facilities to more self-selective institutions because some already exist?"

PBX sites its membership which has doubled form last year as evidence of women's interests in forming sororities. Abidi asked, "If women show an interest in creating and supporting their own societies shouldn't the college in accordance with its policy of offering equal opportunity for women allow them to live together as the fraternities do? We only want the situation to be more equittable." Abidi considers the future of PBX, "Optimistic, regardless of whether of not we get housing now or in the future."

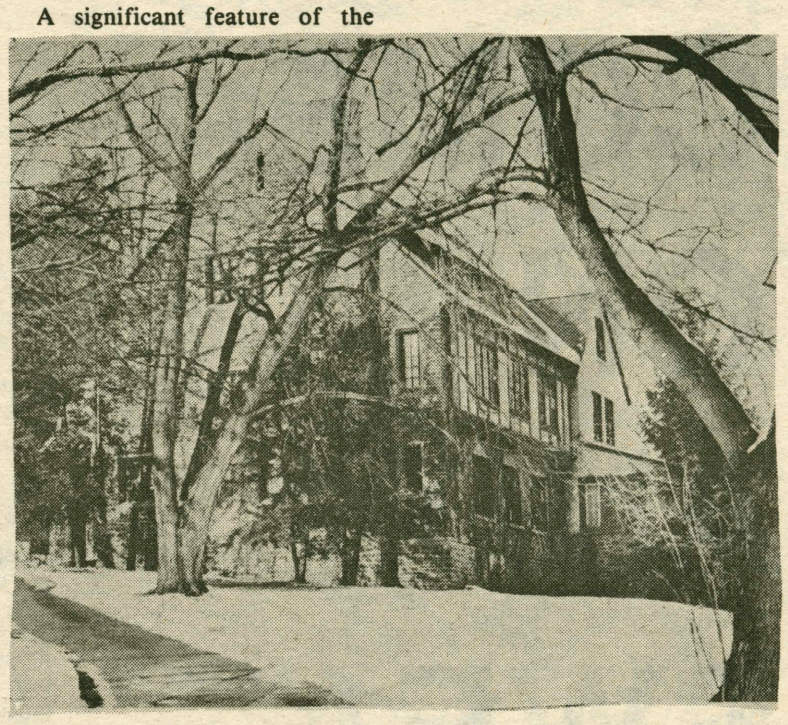
DKE is a society with a slightly less optimistic outlook. Closed by the school in '84, DKE was not allowed to apply for reinstatement until all members of the fraternity had graduated from Hmilton. The last of the DKE's will graduate this May, allowing for DKE to possibly reopen next year. However, Jervis stated that, "The Trustees have decided not to petition to reinstate the fraternity next year," and added that, "They gave me no reasons for their decision."



Next year DU will reclaim its Campus Road lodgings.

One student who has been involved with the DKE Trustees stated, "The Trustees feel that the DKE influence is still here, on campus." He added that, "When DKE does reopen the Trustees will conduct interviews with students who want to be DKE's so that there is a greater diversity among its members. They want to get away from the image DKE has had recently."

KDO leases the DKE house on a yearly basis. And it is clear that they will remain there at least through next year. However, if DKE does decide to come back after next year it is likely that KDO will be facing the same housing problems that PBX is now undergoing.



The KDO house house will not be reverting to the DKE house anytime soon.

IDC's 10K FUN RUN

Enjoy the excitement of running six stimulating miles. Get in shape, show off your body, or just do it for the hell of it. There will be *cash and merchandise prizes* for the winners in each division, and the over-all winners. T-shirts, food, and more available.

Sunday, May 3 10:00 am
Behind the Fieldhouse

COME ON AND SWEAT

HAMILTON COLLEGE INTERDORMITORY COUNCIL

10 KILOMETER RUN

Sunday, May 3 10:30 A.M.

PROCEEDS DONATED TO ABC HOUSE, CLINTON

Name_____**Age**_____**Sex**_____

Return Address_____**Zip**____

!!FREE TEE-SHIRTS TO THE FIRST 100 ENTRANTS!!

Be sure to include $3.00 check payable to "Hamilton College" Your racing number, course map, and tee-shirt notification will be mailed to the above address. **Registration deadline: April 25.** We need time to mail back materials. Mail back form and $3.00 to: IDC 10K RUN
c/o Perry Young Box 29, Hamilton College, Clinton, N.Y. 13323

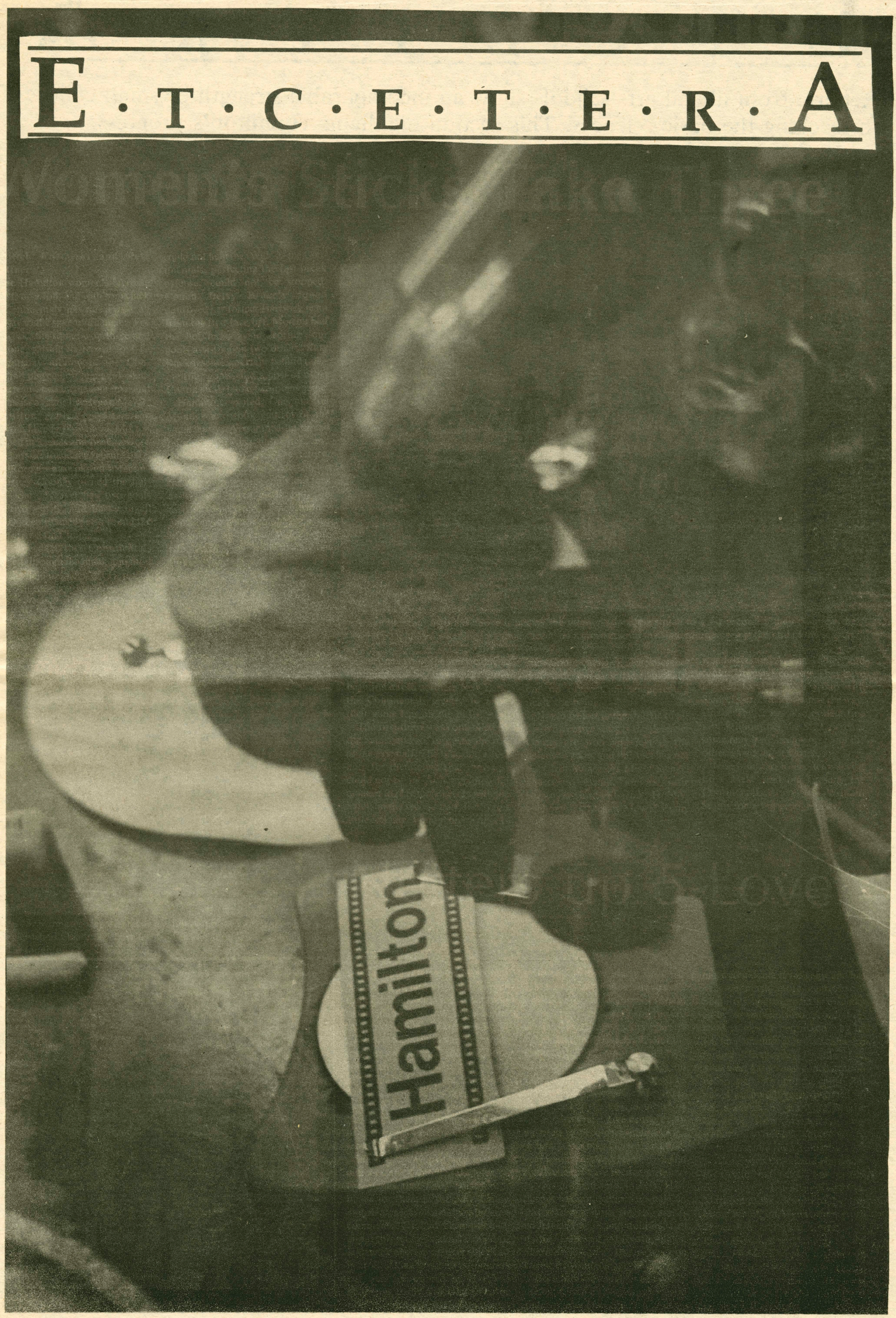
WAIVER OF LIABILITY AND STATEMENT OF FITNESS:

In consideration of the acceptance of this entry in the Hamilton College Interdormitory Council 10K run on May 3, 1987, I waive any and all claims for myself and my heirs against the Hamilton College runners, all officials, all sponsors, the village of Clinton, and the directors and volunteers of this run for any and all damages, injuries, and/or illnesses which may directly or indirectly result from my participation in this run. I understand the dangers of racing long distance (10 kilometers) and consider myself adequately trained and in proper physical condition to participate in this event.

Signed_____Date_____

Particpant (if under 18, signature of legal guardian required)

E·T·C·E·T·E·R·A



E·T·C·E·T·E·R·A

Reports from liberal arts schools show an incomparable strength of small colleges in teaching the basic sciences. This section highlights Hamilton's progress.

Science and the Small College

by Martha Lemmond and Mark Hamel

Despite a stereotype for training future lawyers and corporate managers, Hamilton College and other liberal arts colleges are producing graduates competitively educated in the basic sciences. Statistics collected from 48 liberal arts colleges participating in a conference at Oberlin college, as well as scrutiny of Hamilton's science program, indicate that undergraduates attending private liberal arts schools gain from the personal attention and research opportunities large schools do not offer. Hamilton's science program should continue improving, through recent grants, department additions, and possible ties to larger universities.

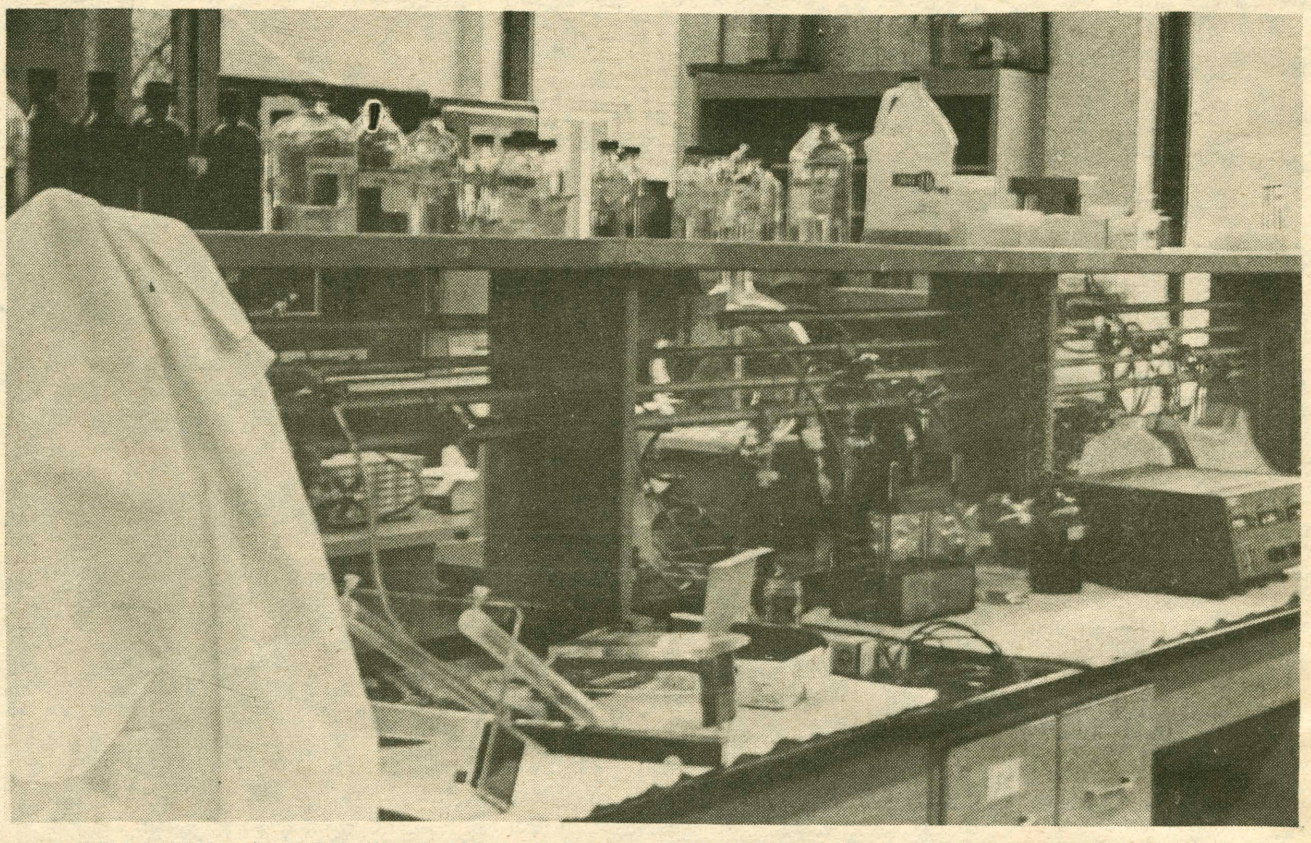
The conference held in June, 1985 at Ohio's Oberlin College attracted attention to the strength of liberal arts programs in the basic sciences. Chosen on the basis of the math SAT's of entering students, the number of National Science Foundation fellowships awarded for graduate study, and the number of graduates going on to earn doctorates in the sciences, the conference colleges compiled some surprising figures.

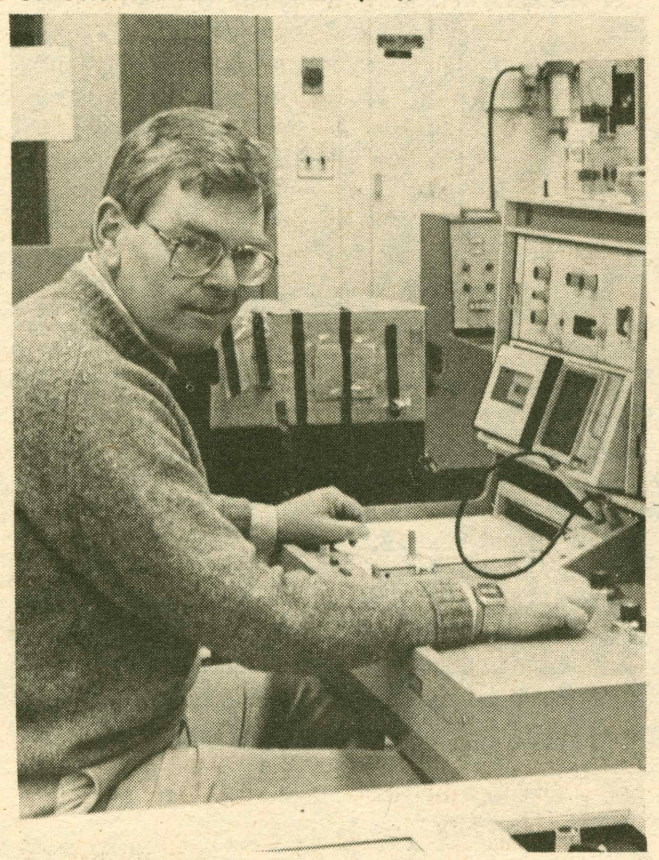
Nationally, 7 percent of all bachelor's degrees were awarded in the basic sciences, down from 9 percent in 1975, while the conference colleges noted an increase in interest at their schools, reporting a figure of 24 percent for their science degrees. Conference college graduates, coming from such schools as Williams, Swarthmore, and Union College, earn doctorates in a significantly higher proportion than graduates of Ivy League schools or the 20 top-rated universities. The number of women earning degrees rose 14 percent within the participating liberal arts schools, forming a majority of the science graduates.

How Hamilton Compares

"Hamilton tends not to get students interested in the basic sciences," Dr. Robin B. Kinnel, chair of the chemistry department replied when asked how Hamilton's statistics compare to those from the conference. With about 35 science majors per 400 graduates each year, Hamilton imitates the national trend of declining interest each year. The number of students preparing for medicine has dropped from 25-30 five years ago to 14-15 this year. Nationally, the number decreased from 45,000 to 19,000 in the last ten years.

Liberal arts schools including Hamilton find it difficult to attract science students away from large schools with more visible programs and greater possibilities for funding. The "enthusiastic, foaming at the mouth, science jock" does not come to Hamilton College," Kinnel believes. "In a sense we have to win them over."





Geology department chair Donald Potter looks to the poor employment opportuinities as the cause for the drop over the last three years in his department. Most students who focus in Geology go into local environmental problems, and must continue into graduate school in order to find jobs. Five or six years ago, with high oil prices, there was a great need for geologists to explore the possible oil and mineral capabilities for American companies. With the recent drop in oil prices, this demand is no longer prevalent.

Small College Strength

The students who choose to study science at a small liberal arts institution, however, encounter programs that prepare them as well or better than large universities for further swtudy in the field. "I think we do a remarkably good job for those who do come under our wing," commenter Phillip M. Pearle, chair of the Physics department. Kinnel agreed, boasting of students' success in graduate schools; "places where our students have gone call back (and say) send more." Hamilton's pre-medical students can count on 80 to 90 percent success in acceptance to medical schools contrary to a national trend of 50 percent.

In a recent survey of the scientific success of students in the top 50 colleges and 20 universities, Hamilton ranked tenth in the category, "Membership (percentage) in the National Academy of Science," competing with schools such as Harvard, MIT and California Tech.

Personalized instruction and opportunity for student research were cited by Hamilton's science department chairs and the Oberlin Conference report as reasons for the strenghth of basic scinece programs at private liberal arts schools. Decreases in class size have allowed a strengthening of the relationship between students and professors, ideal for students involved in research projects. Students can take an active role in the research of their professors who have only undergraduates to call on for assistants. "The greatest thing we do here is the apprenticeship-type role our majors have. The intimate relationship the majors have is the main reason in my opinion many go on the get PhD.'s," Pearle said.

The forecasted implementation of senior projects in Hamilton's new calendar will promote more student research outside the classroom scene. Our students are "accustomed to working independently...Our better undergraduates are probably going to be as helpful as several graduate students," Endy commented. Hamilton College "encourages breadth," said Dr. George E. Miller, chair of the Health Professions Advisory Committee. Students take courses that "contribute to personal development, not something to make you better for medical school," because those are just the courses that will, Miller explained.

An example of the success of Hamilton's science departments occurred with the nominations for the 1986 Apker Award. This award recognizes outstandin achievement in physics by undergraduate students and thereby provides encouragement to young physicists who have demonstrated great potential for future scientific accomplishment. Only five students from across the country were nominated for their work, one of whom was Toru Ohira from Hamilton for his work on the quantum theory of measurement.

Aid for Research

Science majors working on research profects at Hamilton are eligible for a portion of the Root Fellowship Grant. Each year about $20,000 is given out to promising students to go on to graduate work. In addition, the National Science Foundation provides for summer research for undergraduate students with a professor. The funds enabled seven students to conduct research here last summer. "That input for the young people in the department has already begun to pay off," Dr. Brady, chair of the Biology department, stated.

Presently, all nine of the Biology faculty members are conducting research, some supported through national endowments. Professor Gapp benefits from an RUI (Research at Undergraduate Institutions) grant, an NSF award earmarked for schools like Hamilton. Grants from the National Institute of Health aid Professors Marsh and Grant in their research. The College receives part of the grants for overhead. "Research at Hamilton is fundable," Dr. Brady declared.

The Pew grants recently given to Hamilton allowed the science departments to purchase equipment necessary to strengthen the departments. The Chemistry department bought a spectroflourometer to aid in physical and biochemical experiments., while Physics added a Nuclear Magnetic Resonance

cont. on p. 13

Pew Grants Support Sciences

by Liz Lewis

Hamilton has been awarded a grant from the Pew Memorial Trust, a foundation which supports colleges and universities in the areas of education, health sciences, culture, and human services. The grant of $100,000 was given to the departments of Chemistry, Biology, Geology, Physics, and Psychology primarily for the purpose of purchasing equipment.

Theodore Eismeir of the Government department, a key actor in compiling the proposal for the award, attributes the recent grant to part of a national trend towards strengthening science facilities at small colleges. This trend is reinforced by recent studies which demonstrate that liberal arts colleges play an important role in the production of scientists, as students obtain valuable research experience that is often not available to undergraduates at larger universities. Eismeir believes that Hamilton's proposal was particularly appealing because it cited both the colleges strong history in the sciences and a continuing effort by the administration to strengthen the various science departments. The proposal also stressed the need for support if Hamilton is to maintain its efforts at modernization and revitalization of the sciences.

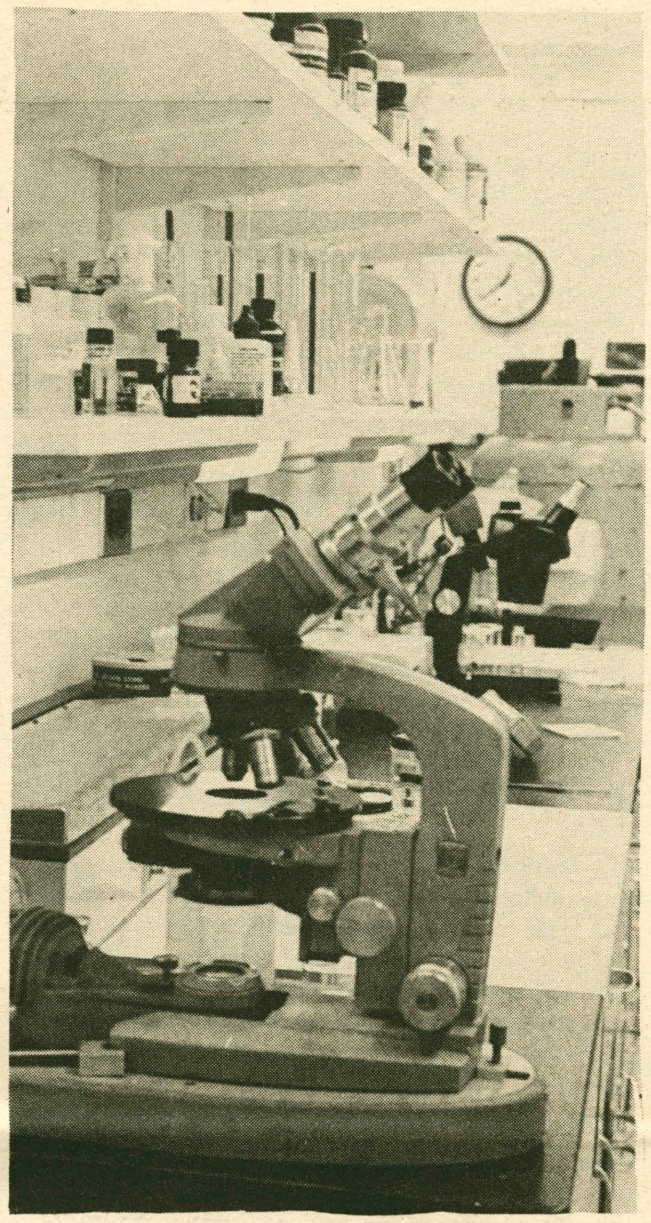
The funds granted by the Pew trust have already been, or are in the process of being used by the various departments. The Chemistry department purchased a spectroflourometer with part of the allotment. The spectroflourometer is a sophisticated piece of equipment used in physical and bichemical experiments which study the structure of protein molecules by exciting the molecules with light. Dr. Sanyae, who is utilizing the machine in his research, explains that the equipment enables him to study why proteins either activate or deactivate when coming into contact with other proteins. An understanding of this reaction may lead to an increased knowledge of why inhibitors bind to enzymes. Such information possesses great pharmacalogical value. Dr. Sanyae is in the process of designing experiments for students so that they may use the spectroflourometer in their lab work.

The Physics department, through Pew grants, acquired two pieces of equipment, the first of which measures nuclear magnetic resonance (NMR). The NMR is being incorporated into the curriculum as a basis for both sophomore and senior level course work. At the senior level, the NMR will be introduced as a regular component of lab experiments for the course, Advanced Topics in Quantum Physics, and will be available for use in senior projects.

The second piece of equipment, a dynamic signal analyzer, will be utilized in advanced labs and for faculty research. This device enables the researcher to analyze a tone into its various components. The dynamic signal analyzer has a broad application to periodic oscillations and allows the researcher or student to analyze these oscillations in solids and liquids.

The described pieces of equipment are a small sampling of the additions made possible by the Pew Foundation. Other departments are expected to provide increased opportunities for students as a result of the grants.

The award from the Pew memorial trust was not the only grant awarded to Hamilton. In 1979, a $41,000 grant from Pew helped Hamilton establish its public policy program, and in 1984 a gift of $200,000 helped fund the renovation of the Christian A. Johnson Hall. An August 1986 grant helped Hamilton establish a writing and reading center, recently opened in KJ, and a language and speech facility. Both will be equipped with personal computers and video monitors designed for student use. These computers will be used to help students develop their ability to write, to think critically, and to understand written text.



Role of Sciences for Non-Majors

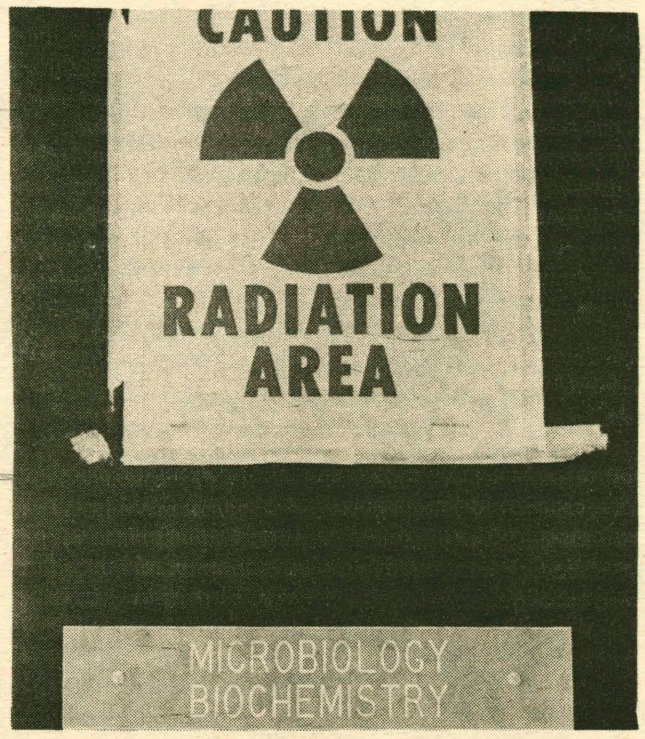
by Michele Mulvaney

In the past few years, the College has been striving to improve its science department. The number of personnel has increased and new equipment installed in several laboratories. Now the emphasis has been placed on increasing the number of science courses available to the general community, the non-majors.

According to Dean Melvin Endy, "Our science departments have done a reasonably good job of offering science courses for student not going on in the sciences." As proof of this success, he mentioned courses which fulfill "general education purposes" such as those taught by chemistry professor, Robin Kinnel, and biology professor, Jo Ann Render, as well as the Physics Department's Introductory course, which does not require a knowledge of calculus. Endy also noted the reorganization of Principles of Geology into three courses, attracting more students than ever before. Another possibility being considered is team-teaching; biology would combine with chemistry and physics with geology, in order to further expand the options of science non-majors.

Currently, the science goal is being met "reasonably well," by most non-majors, Endy felt. In fact, when compared to students at colleges such as Amherst and Grinell, Hamilton students have been the most successful in fulfilling this goal. Said Dean Endy, Hamilton's advising system, accompanied by "arm twisting and cajoling," ensures that students take at least one science course. However, he also stated that "a significant minority of students are not taking enough sciences." The situation "could be worse, but it could. . . and should be better."

Robert Kolb, Chairperson of the Committee on Academics, feels that it is very important that non-science students recognize the science department and the importance of the information taught by sciene professors. Therefore, it is necessary, he feels, to find a way to "serve the general student" despite the College's "limited resources." However, Kolb senses that it is fairly easy to underestimate the scientific abilities of a student who is not majoring in science. This tendency makes him wary of instituting classes which are merely "watered-down" versions of more extensive science courses. Instead, Kolb wants to present non-majors with courses which will stir their curiosity and challenge their intellect. Many of the courses presently offered perform this function well.



Dr. Robin Kinnel, professor of Organic Chemistry says that the enrollment in his Chemistry 100 course for non-majors has been rising each year, despite the fact that non-majors are often reluctant to take science courses. He feels that this reluctance may arise from the fact that science students are under a more structured schedule and thus appear to work harder than other students. Kinnel also notes that the atmosphere in many science courses is not "particularly convivial;" most require a great deal of effort. Because of this "mystification" of the sciences, Kinnel believes that, "on the basis of no data,. . . the science students are far more literate in history (and) English. . . than history (or) English students are in the sciences." In order to combat the problem, he feels that the College must offer more non-major courses in all areas of science.

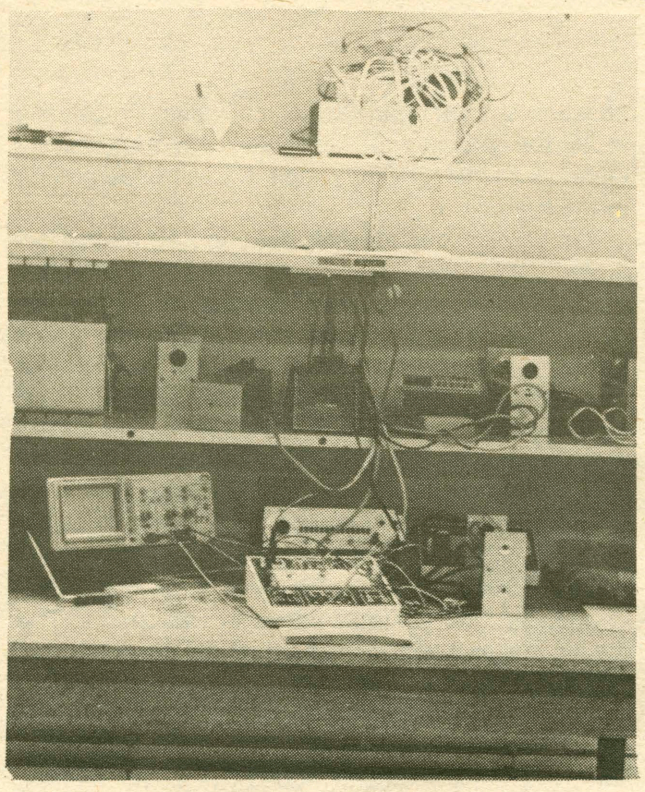
The Biology department currently offers the most non-major courses. Principles of Biology, offered in the fall, includes labs as well as lectures. Female Biology and Biology of Reproduction are usually offered J-term and provide an in-depth study of specific aspects of biology. Human Genetics also allows the non-major to take a closer look at important biological concepts. Next year, courses such as History of Molecular Biology for non-majors and Cancer Biology, which will hopefully be of interest to the non-major, will be taught as well.

Dr. Thomas Brady, professor of biology, expresses the feeling that "sciences are slighted. He believes that distribution requirements might solve the problem; instituting them would guarantee that every student would be exposed to at least a minimum of science courses. "However," Brady says, "if it can be demonstrated that goal two (the science goal) is being fulfilled," then distribution requirements would not be necessary.

Hamilton's Sciences Attract Students from Abroad

A stereotype at Hamilton assumes the majority of foreign students study the sciences. The following statements help explain their choices.

by Lisa Burstiner



Aleck Che-Mponda

Aleck Che-Mponda '88, attended the international School in Tanzania. He explains that the process of selecting a college in Tanzania begins by filling out a form. The colleges then send information to certain students who have high SAT math scores.

Aleck relates that it is prestigious in Tanzania for students to excel in the sciences. Although primary school is compulsory, less than ten percent of those students attending primary school advance to secondary schools. Out of those students, only about five percent attend private schools. However, many students also attend technical schools.

According to Aleck, secondary school exams are very competitive in Tanzania. Although many young people receive a good education, Aleck says, "There is a problem with university students getting work."

Studying sciences, Aleck asserts, "was basically my choice. I've always been interested in science." Like his other classmates, Aleck chose three science courses in his last year of high school.

Aleck feels that being a foreign student leaves something to be desired. "There are some problems being foreign," he contends. The problems are not course-related, but rather, involve cultural differences. He explains that such things as parties are very different in Tanzania. Aleck is often disillusioned by the typical South stairwell keg party. "I'm interested in the courses I'm taking," states Aleck, but "there aren't too many things you can do here."

Aleck is interested in electronics courses as well as computer science. He has elected to be a Physics major because, as Aleck admits, "Computer science [at Hamilton] doesn't have a good foundation yet." Aleck plans to eventually attend graduate school.

Neel Jain

Neel Jain '89 arrived at Hamilton in February of last year from Delhi, India, after some difficulties involving immigration were settled. Aspiring to be a dual Physics-Economics major, Neel finds the sciences at Hamilton good, but, he states, "not too technical."

cont. on p. 13

New Computers Aid Students

by Jeannine Marhafer

Hamilton College has become radical -- in its computer facilities, that is. Named one of the ten "most innovative schools actively planning to confront the information revolution," as cited in the book *Campus Computing Strategies*. Hamilton has recently undergone some changes, both in its equipment and its curriculum.

Th'is summer, the Computer Center also added Apple and McIntosh computers to better aid the growing number of students who regularly need a microcomputer, whether for a computer course or for independent work. Dave Smallen, Director of Information Technology Services, believes that microcomputers cna meet the needs of most students and that they are "useful devices" in allowing some students to perform experiments directly on the ocmputer that otherwise would be impossible in a laboratory situation.

Smallen, who hopes to strengthen Hamilton's curriculum, sees a computer as a 'tool applicable to many settings" and wishes there were a greater number of computers in remote facilities all over campus. A much larger, more complicated computer could also be useful in aiding those students taking social science courses, and though we do have access to such a computer at Cornell University, it is too expensive for Hamilton to purchase. Smallen believes it would be beneficial for work in these courses and for faculty research, but the drawback arises when we try to get access to people who know how to use such equipment. For now, Cornell's computer will have to suffice.

Hamilton has received funding for a computer laboratory through a grant form the W.M. Keck foundation,President Caravano recently announced. The $125,000 grant will provide twelve new interconnected work stations, which are needed to support the College's new academic major in computer science. "Although Hamilton's existing computer systems are generally current and well-suited for many purposes," President Caravano remarked, "there is an urgent need for equipment to support the full range of student and faculty computer course work and research. Thanks to this generous grant from the W.M. Keck Foundation, Hamilton will be able to provide a strong concentration in computer studies."

The new computer science major was instituted, according to Richard Bedient, Assistant Professor of Mathematics and Computer Science, basically because there is high enrollment in intro courses and because people like it. Since students taking computer courses wanted something available besides a math major and after-college encouragement for recruiting purposes, Hamilton decided to create the new major. However, Bedient reminds, "this is not a liberal arts course designed to help students balance their check books. This is a hard-core computer major." When asked what the College needed to improve the major, Bedient quickly responded, "Students!" Apparently, so far, ther have been only a few students deciding upon this major. "This mamjor will be every bit as hard as a math major--people won't flock to it." Bedient said there is also a difficulty in attracting and keeping computer science faculty members because, with the computer science degree, these people can make more money doing things other than teaching. Because computer science majors can earn much money with just a Master's degree, it is hard to find someone with a PhD in this major. However, Bedient si pleased that most of Hamilton's math teachers have some computer science background and that most are fairly young and have either learned on computers themselves, or are interested in learning. For now, the department is just waiting to see student interest and are especially hopeful that this year's and next year's first year students will be interested in a computer science major.

In contrast to various schools which make students attempt to adapt their own facilities, Hamilton College chooses to work for the needs of the students. With over two hundred microcomputers scattered across campus and the formation of the new computer science major, Hamilton is doing just this. At some future point, Dave Smallen would like to see Hamilton purchase new computers as frequently as the library does new books. Ideally, says Smallen, "computing facilities would be thought of as a library -- an essential resource for going to college."

Frank Price, in charge of academic computing believes that there is "not a single course at Hamilton that computers would not be useful in" but also that the microcomputers are "tremendously valuable" for writing and word processing. The recently completed Reading and Writing Center is the first public place, other than the Computer Center, with computers specifically for student use. Especially convenient for those living on the Kirkland campus, the Reading and Writing center was placed there for another specific purpose. John O'Neill, professor of English and a moving force in the realization of the Center, says that he wished to support writing across the curriculum. If the center had been placed near Root Hall, the campus would have seen it as specifically the English department's center, and that was not its intended purpose. O'Neill said that not only is the center for everyone, it offers a "completely different constellation of services" than the Computer Center on the Stryker campus. The Center's highest priorities, according to O'Neill and Price, are word processing and programming, which are the opposite goal of the Computer Center. A person needing to write a paper, for example, owuld take precedence over one doing a program for a computer course. "This is a writing and reading center," states O'Neill, "not a computer center."

The Reading and Writing Center offers help ranging from writing a paper for any course to filling out an applicaion for a fellowship. There are reference books on writing that are available to faculty and students alike. O'Neill feels that the computers here at Hamilton are useful for teaching the organizational and syntactic skills necessary for a liberal arts education. "A liberal arts education does not fill you with data, it teaches you to use data," states O'Neill, and students must be prepared to handle new and old data and be ready to apply it in new situations. Programming O'Neill believes, teaches how to solve a problem in an organized manner and to apply the learned information to more sophisticated situations.

Proposed in 1982, the Center isn't yet fully operational, and O'Neill hopes that by Fall of 1987, there will be enough workers to allow longer service hours. O'Neill knew that the Center could not be in a depressing place -- students needed an attractive comfortable atmosphere to learn in. And that's just what they received. The carpeted, open, window-filled room is certainly pleasant and conducive to learning.

Frank Price realizes that the computer is an important tool in "manipulating information," and that the Reading and Writing Center offers students even more opportunity to do this. This summer, Hamilton received a networking system which provides a connection to a larger computer and access to larger amounts of information. For example, there is now a larger disk, able to allow students to check for spelling errors in their papers. Also by way of a disk with other students' information on it, studnets can receive feedback on reading for a class. This provides almost a classroom discussion without the people and Price said, may help students who have a harder time speaking in class. By allowing anonymous comments, this process "takes off the social pressure of losing face in class."

Price would, however, like to see more faculty participation in computers and he would love to see computers brought into the classroom scene. Thsi would make it feasible he said for a teacher to read a first draft and have the student re-write it, which is how the "professionals pursue their craft. "Students could expand topics in papers, move paragraphs around and see the detailed or broader aspects of a topic. Price realized that "we cna now do things for students that we could not do for ourselves-- see the big picture and the details."

Science as a liberal art

cont from 10

machine and a dynamic signal analyzer to their equipment. Also through Pew grant money, the Biology department acquired a scanning electron microscope and an ultra-centrifuge. The process is ongoing, Dr. Thomas E. Brady, chair of the Biology department, believes. "We have the minds, we have the equipment, we're renovating the space," he said, looking forward to work on the science building for a new electrical supply and generator to support more equipment increases.

Hamilton seems fortunate to receive the funds if compared to the report of the Oberlin Conference. "Liberal arts colleges continue to attract in increasing numbers (students) interested in basic science. ...Conference colleges rank at or near the top of all major American institutions of higher institutions ... in the training of scientists. Nevertheless, these colleges are underfunded by both government and industry," the report claimed. The conference participants feel tuition-dependent and endowment poor compared to the private research universities. The low funding level is "shocking" given the large contribution made by the 48 conference colleges, says Sam Carrier, Oberlin College provost.

Comission Examines Science Role

A curricular comission organized in 1981 examined the situation of the sciences at Hamilton. After the Kirkland-Hamilton merger of 1978, the sciences remained in a holding pattern while the number of students and humanity course offerings suddenly increased. "We had to attend to personnel, rejuvenate some departments, and increase the number in others," Endy said, regarding the state of the science departments.

Dean Rice and four faculty membvers made up the commission. They saw that the science departments needed more positions to do the more than adequate job desired. Along with adding faculty members, Hamilton had to approve more spending on equipment and facilities to improve the situation professionally for faculty research and teaching.

As a result, the Geology department went from three to four members in the early 1980's, extending its accesability to the general student body. Physics gained a fifth position. "It was not that the department had untold masses of concentrators" but that a minimum number of professors was needed to run the department, Endy said. "We needed at least five people to teach the core courses and have time left over for research," he continued.

> The "sciences depend on each other. We're only as good as the weakest one among us."

The three positons vacant when Dr. Brady arrived at Hamilton three years ago have been filled all redefined with "careful consideration to the type of program (desired)," Endy said. The department also needed an administrative/teaching position to handle the new electron microscope and to act as laboratory preparator. This position was acquired last November.

Chemistry was the only department neglected despite increasing enrollment. Dr. Kinnel says enrollment in Chemistry 100 a course for non-majors, has risen over the last two years. He must overload on courses in order to accomodate all the students signing up for chemistry classes. A fifth position would help correct the situation as well as add dimension to the department. The "sciences depend on each other," Kinnel asserted. "(We're) only as good as the weakest one among us." Only four faculty members per 1600 students compose Hamilton's chemistry department, compared to five or six per 1100 at Haverford College and six for 1200 students at Swarthmore College. "Although we have not added to the Chemistry department in 20 years," the college has accepted that another postion is needed, Endy admitted.

Pew Collaborative Science Program

One idea to combine the personalized teaching advantage of small schools with the better research facilities of large schools is to connect eight liberal arts schools to one of 17 major universities. The proposal offers a three-year post doctorate program with the promise of a paid position at one of the liberal arts schools, teaching one course each semester. In this way, candidates from large schools would get teaching experience for a trial year, valuable when entering the job market especially if they did not attend a small college for their undergraduate education. Faculty members from liberal arts schools would get sabbatical at the university with use of better equipped research facilities, plus exposure to scientists with the very lates information. With instrumentation so expensive, the opportunity for the small schools is ideal.

Dean Endy and Dr. Brady recently visited Cornell ot explore the possibilities for Hamilton. They found that the proposal would probably mean a cluster of St. Lawrence, Union, Vassar, and Colgate with Cornell or possibly, the University of Rochester. Brady stressed that,"we are still in the very early discussion stage and that for the program to go through, both sides must feel they are gaining."

Foreign Students Discuss Science

cont. from p. 13

The interaction between faculty and students is an advantage Neel finds especailly valuable. This facet of a small college, particularly Hamilton, "is something you don't get in India," says Neel. Neel attended an Indian schol for a semester before coming to Hamilton. Although, as he states, "the work here is definitely easier," in India, "you don't get interaction between students and teachers. I can talk more freely with my professors. And they are much more understanding about late work."

Neel does not believe he is competing with American Hamilton students. "There are many good Hamilton students in the science program," he asserts. He does not feel intimidated by being a foreign student in an American school. "I love America. It's so much fun," he states. Since Neel does not feel pressures from his workload, he finds enough time on his hands for other activities. As a computer operator in both the Burke Library Computer Center and the Reading and Writing Center, Neel can often be seen helping students with terminal breakdowns. Neel also played intramural soccer and finds that "socializing takes up a lot of time."

Neel will attend Hamilton as a citizen of India for the next three years. He arrived at his decision to attend Hamilton simply by looking the college up. The only aspect which Neel has trouble adjusting to is the variations in climate. But for Hamilton students, this is a problem we all reluctantly put up with, no matter what country you come from.

Maurice Garcia-Sciveres

Maurice Garcia-Sciveres '89 is a Physics major from Bernal, Argentina. Hamilton contacted Maurice because of his high SAT math scores. Although Maurice had been wait-listed at Princeton, he wanted to attend a small school and therefore chose Hamilton.

Maurice admits that he came abroad to study in the United States because the sciences are not strong in many countries. He finds there are more resources here. A major proportion of those who leave Argentina to study abroad are science students.

The science program was not the primary factor attracting Maurice to Hamilton. "All the colleges I applied to had good science programs," he states. "I came here to study liberal arts." Maurice proves that belief with a minor in studio arts. Studying sciences is not overwhelming for Maurice, it's "just the thing to do."

Beign a foreing student is not particularly difficult for Maurice. "I don't find it hard being anywhere," he affirms. He only feels pressure to excel because of the financial aid he receives. Maurice admits the courses he takes are not too difficult and that the pressure to do well was much higher in high school. Although he takes many other courses besides Physics, Maurice does not feel pressured to study all the time.

Beginning grammar school in the U.S. acquainted Maurice with the American school system. While attending Hamilton, he goes home during summer vacations and holidays. With exposure to two cultures Maurice does not "make any distinction between foreign and American students. Each student does what he wants to do."

Maurice has a long-range goal of obtaining a PhD in Physics. He intends to stay in the U.S., but would eventually, "love to live in Moscow," he says.

Mustafa Kudrati

Mustafa Kudrati '89 came to Hamilton from Tanzania intending to study mathematics and natural sciences. He had attended an international secondary school, and because of the way the education system is set up in Tanzania, was geared toward studying science or business.

In his last year of high school, Mustafa, like Aleck, only took three classes. All were science-related. During his first year at Hamilton, Mustafa studied math and social science but because he found the area of social sciences very interesting, and despite some opposition from his parents, he decided against a concentration in mathematics.

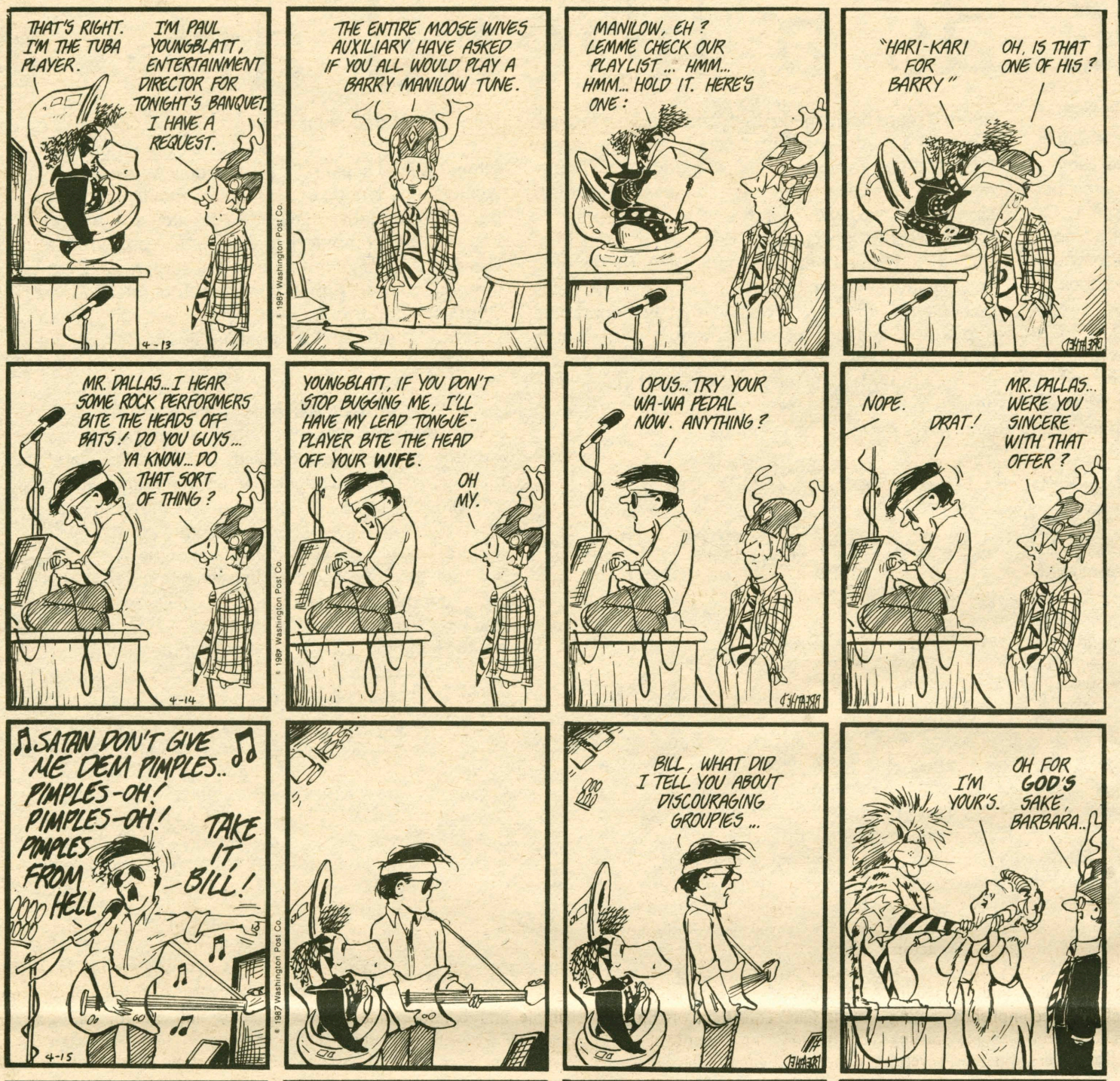
Many students from Third World countries are in the same position as Mustafa. "They get away with just taking sciences," he contends. "There is more that Hamilton has to offer. I'l like to see change." Mustafa feels that concentrating in just one area, like the sciences, "makes people narrow-minded."

Mustafa sheds some light on the stereotype that foreign students are "brains" or "tools". "Not everyone has access to education at home," he asserts. "Only the top students in a better financial position can afford to come to the U.S. Only by keeping up good grades do students enroll in colleges and universities. Mustafa explains that since Tanzania is a Third World country which contains one of the highest populations, "Only the best apply to the U.S." With few colleges and universities in Tanzania, students regularly travel abroad to further their education.

Mustafa did not choose Hamilton because of its supposedly strong science department. He received a financial aid package which alleviated some of the economic difficulties of attending an expensive private school. Hamilton selects foreign students like Mustafa on the basis of high SAT scores in math.

Contrary to Aleck, Mustafa does not feel intimidated being a foreign student in an American school. "It gives me a bit of room to be different. I don't have to fit into stereotypes," he says. Since he is now concentrating on social sciences, Mustafa would eventually like to become involved in developmental work.

Bloom County


THAT'S RIGHT. I'M THE TUBA PLAYER.
I'M PAUL YOUNGBLATT, ENTERTAINMENT DIRECTOR FOR TONIGHT'S BANQUET. I HAVE A REQUEST.
4-13
THE ENTIRE MOOSE WIVES AUXILIARY HAVE ASKED IF YOU ALL WOULD PLAY A BARRY MANILOW TUNE.
© 1987 Washington Post Co.
MANILOW, EH? LEMME CHECK OUR PLAYLIST ... HMM... HMM... HOLD IT. HERE'S ONE:
"HARI-KARI FOR BARRY"
OH, IS THAT ONE OF HIS?
MR. DALLAS... I HEAR SOME ROCK PERFORMERS BITE THE HEADS OFF BATS! DO YOU GUYS... YA KNOW... DO THAT SORT OF THING?
4-14
YOUNGBLATT, IF YOU DON'T STOP BUGGING ME, I'LL HAVE MY LEAD TONGUE-PLAYER BITE THE HEAD OFF YOUR WIFE.
OH MY.
© 1987 Washington Post Co.
OPUS... TRY YOUR WA-WA PEDAL NOW. ANYTHING?
NOPE.
DRAT!
MR. DALLAS... WERE YOU SINCERE WITH THAT OFFER?
♫SATAN DON'T GIVE ME DEM PIMPLES.. PIMPLES-OH! PIMPLES-OH! PIMPLES FROM HELL
TAKE IT BILL!
4-15
© 1987 Washington Post Co.
BILL, WHAT DID I TELL YOU ABOUT DISCOURAGING GROUPIES...
I'M YOUR'S.
OH FOR GOD'S SAKE, BARBARA..

Personals

To whom it may concern: I'm a senior woman, bright, attractive and distinctly unattached Only one month left! Come find me.

Helloo Dave - if you don't smile soon I'm gonna break both your kneecaps!-V

Vin - Thanks Betsy (not!)

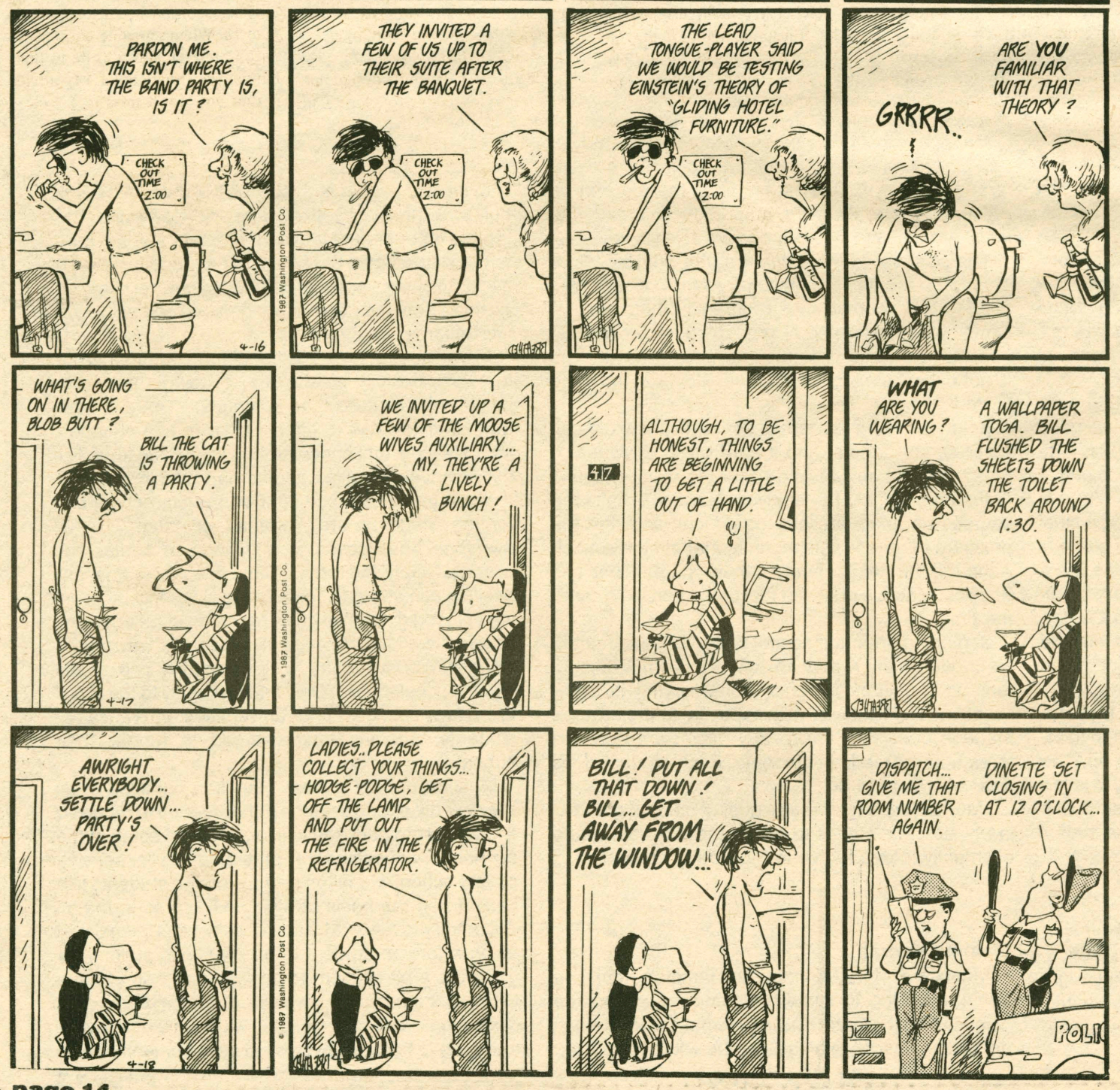
All my friends are squished on the path and it's lonely in the dirt - the last worm.

Pook, Two weeks down eight to go! No problem! Love ya babe.

Christine - Never say you never got one.

Kinsman- Itchy chin?

Angel - san - Sakubun o taipusite Kurete arigatoo gozaimasu. Adrock


PARDON ME. THIS ISN'T WHERE THE BAND PARTY IS, IS IT?
CHECK OUT TIME 12:00
4-16
THEY INVITED A FEW OF US UP TO THEIR SUITE AFTER THE BANQUET.
© 1987 Washington Post Co.
THE LEAD TONGUE-PLAYER SAID WE WOULD BE TESTING EINSTEIN'S THEORY OF "GLIDING HOTEL FURNITURE."
GRRRR..
ARE YOU FAMILIAR WITH THAT THEORY?
WHAT'S GOING ON IN THERE, BLOB BUTT?
BILL THE CAT IS THROWING A PARTY.
4-17
WE INVITED UP A FEW OF THE MOOSE WIVES AUXILIARY... MY, THEY'RE A LIVELY BUNCH!
© 1987 Washington Post Co.
ALTHOUGH, TO BE HONEST, THINGS ARE BEGINNING TO GET A LITTLE OUT OF HAND.
WHAT ARE YOU WEARING?
A WALLPAPER TOGA. BILL FLUSHED THE SHEETS DOWN THE TOILET BACK AROUND 1:30.
AWRIGHT EVERYBODY... SETTLE DOWN... PARTY'S OVER!
4-18
LADIES.. PLEASE COLLECT YOUR THINGS... HODGE-PODGE, GET OFF THE LAMP AND PUT OUT THE FIRE IN THE REFRIGERATOR.
© 1987 Washington Post Co.
BILL! PUT ALL THAT DOWN! BILL... GET AWAY FROM THE WINDOW...
DISPATCH... GIVE ME THAT ROOM NUMBER AGAIN.
DINETTE SET CLOSING IN AT 12 O'CLOCK...

Matt - HELL WEEK IS OVER Congrats and a sumatai to you!!

Dan, I think what you need is a real woman to start what you are running from. All you need is a handshake from me. - Trouble

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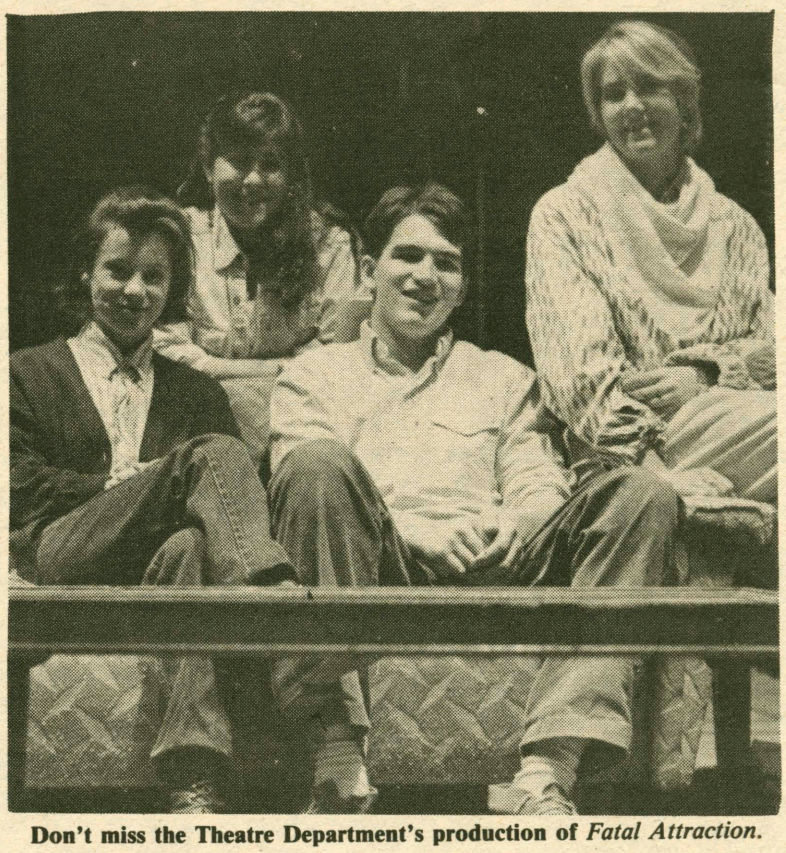
Attractive *Fatal Attraction*



Don't miss the Theatre Department's production of *Fatal Attraction*.

by David Lloyd Warner

Bernard Slade's *Fatal Attraction*, under the direction of Professor of Theater Brady Sewell, opened Thursday night to a receptive audience in Minor Theater. The show will run for another six performances over the next two weekends, April 17-19 and 23-25. Curtain will be at 8:00 each night.

Set over two days in the living room of actress Blair Griffin's Nantucket beach house, Slade's mystery-thriller creates an environment replete with all of the classic, if not sometimes too familiar thriller elements -- pathological passion, bitterness, and deception -- all of which intertwine the storied lives of a handful of individuals. The story of *Fatal Attraction* is initially framed as follows: just days before Blair Griffin is to complete a divorce settlement with her second husband, artist Morgan Richard, Richards is stabbed to death by a frenetic free-lance photographer named Tony Lombardi. Gus Braden of the local police force is called away from a fishing vacation to investigate the murder, with the assistance of Officer Doris Sylesworth. Beginning in a vacuum, Braden finds himself involved in a case that grows darker and more intricate with each scene. Plot twists are tightly shaped throughout, starting with the introduction of Blair's friend Maggie Stratten a former actress and professed secret lover of Morgan's.

Since *Fatal Attraction's* cast is small, and considering that two of the six characters are police officers, the play quickly becomes less of a "who-dunnit" than a "why-dunnit". Once the "why " (which incorporates a couple of overly convenient coincidences) is revealed, the show's most powerful suspense hinges on the question of who among the cast of characters will be able to leave the beach house alive.

Thursday night's performance began unevenly. The first act is very chatty (the script's, not the actors' fault) and moves slowly between a few sharp, dramatic moments. Despite the fact that a murder has just been committed, the character of Gus in particular, either lounges in the furniture of struts restlessly around the room inspecting the knick-knacks and other sundry items, as if desparate to find some way to pass the day. The actors showed themselves to be well rehearsed, though, and injected instances of accomplished acting throughout the act. Some opening night jitters were apparent: several lines were either gargbled or inaudible, and some stiffness and unnecessary pauses further hampered the flow of action. By the second act, however, all of the jitters were gone. The script produced its best moments, and the actors really came alive. The tension was perfectly maintained, as evidenced by the audience reaction, and by the show's end, all of the negative aspects of the first act were long forgotten. Overall, *Fatal Attraction* was a fine perfromance, and there is no reason to doubt that the show will tighten as the run continues.

The individual performances were all well done and the relatively inexperienced cast should be very proud of its achievement. Daniel Kinkade was accomplished and convincing as Tony, while Carl Wieting, although a bit stiff, easily handled the role of Morgan. Sarah E. Stewart was very natural and comfortably as the femme fatale Blair, which is no small accomplishment in light of Blair's intricate personality. Her sophisticaiton contrasted nicely iwth the cruder, nickle-and-dime detective personality of Gus who was also played very comfortably by Andrew Wilkens. The dynamic created between these two actors was right on -- a chemistry which made Gus' consistent off-the-cuff comments an inspired and humorous counter to the play's tension. Rachel A. Antell, also provided a lot of inspired humor in the role of Doris, who proved to be Gus' gutsy, quick-tongued equal. Meanwhile, Andrea Splan, playing the former actress Maggie Stratten who wishes to be Blair's peer in sophisticaiton turned in a strong performance which included one particularly strong, emotional scene with Blair midway through the second act.

Technically the show has a lot to offer. Bill Burd's living room/foyer set is very complete in detail, but simple and comfor table in appearance. The set's greatest singular attraction is a jacuzzi hidden beneath sliding floorboards, which ,it was told, operate by "magic". The show's lighting was designed by Richard Ruffer. Ruffer's design has some very impressive touches. The progression of afternoon and evening lighting including the use of sunlight and moonlight throught a large bay window, is most noteworthy. The result is an atmosphere which is both calm and unsettling, and matches the tensions underlying the aciton.

Tickets for *Fatal Attraction* are $2 for members of the Hamilton community and $4 for the general public. In summation, the run features some good twists in plot and six accomplished acting performances. When someone,particularly Sarah Stewart, has a knife in their hands, the show cooks. My advice is that you don't miss it.

Beauty captures the Prize

by Jean Leverich

And the winner is... Matthew W. Woods '88, for his play, "The Beauty and the Sea." Last weekend, four Hamilton playwrights were given the opportunity to present their plays in the 1987 Wallace Bradley Johnson Prize Plays competition.

A panel of judges selected plays by Woods, Christopher Sulavik '87, Nick Lansing '87, and Peter Schweighofer '90, to be performed. The authors then assembled directors, cast and crew to prepare for the competition.

Nick Lansing's play, *Jack,* directed by Peter Ariev '88, toyed with stereotypical characters and situations. The play opens with a cigarette-puffing Salesman (James Keepnews) coaching junior salesperson Jack, a would-be botanist (Peter Ariev) on how to sell the Rainbow air purifier, which is much better than an ordinary vacuum. Jack must learn to emphasize the words "filth" and "air pollution," says the Salesman, effectively blowing smoke in Jack's face. An added benefit of the salesperson's life, he continues, is hte bored housewives who often wish to entertain visitors.

A quick change of scene from office to living room allows Jack to test his skill. A rather frenetic, nonverbal little boy (played with much energy by Michael Lemaire) answers the door, but will not talk to him nor let him in the house. The little boy gives a toy duck, then leaves. The housewife, excellently played by Cindy Keim, saws away at her nails before answering the door herself. Soon after she lets the salesman in her house, she politely tells him he is very attractive and that it's not often people really talk to each other. Discussing alternately his interest in botany and the red flowers on her dress which need to be viewed up close—they decide to complete the stereotypical situation.

After one interruption by the little boy, they continue, but Jack in an interesting moment of misogeny wants the women to "Say it: Say you're only a housewife." He hits her and she cries out, "You're only a salesman." A brief silence, then Jack says quietly "I think I should go." She concurs and he leaves. After the lights dim, the audience wonders what lies beneath the stereotypes and the characters' own acknowledgements of their stereotypes. Lansing's play *Jack* took a third prize in the competition.

Chris Sulavik's *Me and My Shadow* was the second play performed and received second prize. The scenario, that of a family in which the mother, a sufferer of Alzheimer's, confuses her son with an old lover, was intriguing. The father (played by Greg Selch) decides to have his son Robert (Peter Lasher) play the part of the old lover and tell the mother (Emily Church) that he will not marry her and that she must marry Tyrone (Greg Selch).

In the course of the plot, Lydia, the mother, reveals that she really loved Wendall and that Robert is in fact Wendall's son, not Tyrone's. As the play progresses, Tyrone and Robert are drawn further and further into Lydia's fantasy world of the past. Tyrone seems to actually believe he is Lydia's father and Robert begins to defend Wendall staunchly against his father. It would have been interesting to explore exactly what happened to Tyrone, and better acting would have drawn the audience in more. *Me and My Shadow* was directed by Emily Church and Keoki Kerr. Keoki Ker also served as stage manager.

The Beauty and the Sea, by Matthew Woods, was a study in fairy tales and abundant in archetypes. The play, directed by Sonia Williams and stage managed by Toni Pressley used visual devices

cont. on p. 18

Wednesday Night Live: Mr. B

Mark Brown, Mr. B., brings the complete legacy of blues piano to Wednesday Night Live at the Hub on April 22 at 10:00. Tributes include Meade Lux Lewis, Albert Ammons, Jimmy Yancey, Brother Montgomery, Otis Spann, and Professor Longhair.

Metropolitan Detroit calls him "one of the best, if not the youngest, new masters of the boogie-woogie blues piano."

Jazz musician Stanley Jordan.

McFerrin and Jordan at Syracuse

by Michele DeJesus

Two virtuoso jazz artists, Bobby McFerrin and Stanley Jordan, will be performing in Syracuse as part of "Blue Note Nite." The concert is scheduled for 7 pm in the Civic Center's Crouse- Hinds Concert Theater.

To see Bobby McFerrin in concert is to bear witness to his absolutely boundless imagination. His voice can sound like numerous instruments and singers, his only accompaniment being the smacking of his lips, the tapping of his feet, or slapping on his chest. "Calling Bobby McFerrin a singer is like calling the Grand Canyon a hole!" (Cashbox). The audience participates, singing in riffs and helping him with his improvisational performances. Each performance is different. His debut album in 1982, *Bobby McFerrin*, with instrumental accompaniment, proved to be an eclectic introduction to nation wide listeners. By 1983, he was performing a capella, recording with major artists such as Manhattan Transfer, Wynton Marsalis, Dizzy Gillespie and touring world wide. He was voted number one Male Jazz Vocalist in both Downbeat Critic's and Reader's polls and was recognized by Rolling Stone and Esquire's 1985 Register of Americans Under Forty Who are Changing the Nation. In 1986, Bobby was awarded a grammy for Best Male Jazz Vocalist and Best Vocal Arranger on Manhattan Transfer's *Vocalese* album. His unique sound is heard on a Levi's 501 Blues commercial and as male leads in a jazz arrangement of Bach's "Magnificat." Bobby Mc Ferrin is an extremely talented vocalist who has explored the many areas of the music world.

Like Bobby McFerrin, Stanley Jordan is an artist who has broken new ground in the world of jazz. He has developed a totally unique style in the field of jazz guitar. His technique awes guitarists. Jordan incorporates a pianistic approach to the fret board of the guitar. He achieves chordal voicings prevciously attributed only to the keyboard. Transfroming the fret board to a keyboard, he can actually accompany himself. "...(his) amazing two-handed technique enables him to sound like three musicians playing at onece" (Variety) Instead of strumming or picking, he taps out his compositions: Bach's, the Beatles' or even Jimi Hendrix's works. His debut album *Magic Touch* (1985) skyrocketed to the top of the jazz chart, achieveing a pretigious name for himself in the jazz art. In *Standard Volume I* (1986), Jordan applies his distinctive technique to songs by Simon and Garfunkel, Bobby Hebb, Stevie Wonder and others. More recently Jordan appears in the movie *Blind Date* as Bruce Willis' guitar player pal. His success began iwth a 15 minute appearance in the Kool Jazz Festival and now this one-time street corner musician recently appeared in Carnegie Hall.

Rarely do jazz solo artists capture the attention of the public on a national level, yet Bobby McFernin and Stanley Jordan have done so. Also rare is the appearance of two such dynamic musicians together. Tickets are on sale now, $15 and $12.50 at all Ticketron Outlets or the Civic Center Box office (315 425-2121. Experience the magic of these two phenomena.

MAHAS presents: Rochester Philharmonic Orchestra

Featuring world-renowned conductor Theo Alcantara and violinist Cho-Liang Lin, the Rochester Phiharmonic Orchestra will present the works of Mozart, Beethoven and Prokofiev in the Hamilton College Alumni Gym on Friday, April 24.

The orchestra, now in its 64th season, was founded in 1923 by businessman and philanthropist George Eastman. They now play a full year schedule at the Eastman Theatre in Rochester as well as many charity benefit concerts.

Guest conductor Theo Alcaantara is Music Director of the Phoenix Symphony, which has become a major orchestra during his tenure.

Equally in demand on both opera and orchestra podiums, Alcantara has perfromed with many of the major opera companies and symphony orchestras throughout the United States and South America. Recently, he conducted the Metropolitan Opera tour performances of *Don Giovanni.*

Cho-Liang Lin arrived in the United States at the age of fifteen and has been in the international spotlight ever since. Today, he is placed among the top ranking violinists.

Cho-Liang Lin, the principal viloinist of the Rochester Philhormonic orchestra.

Lin has soloed with many of the world's major orchestras including the Chicago Symphony, London Symphony, New York Philharmonic, and the Royal Philharmonic among others. He has also appeared at several festivals at both Carnegie Hall and the Kennedy Center.

At the Friday concert, the orchestra will present a two part concert. Works include Mozart's Overture to Lucio Silla as well as Beethoven's Violin Concerto in D Major. The second part of the concert will consist of Prokofiev's Symphony Number 5 in B-Flat Major. The concert will take place at 8 pm in the Alumni Gym. Tickets are available at the Bristol Campus Center.

Noon Ragtime

As part of the Spring Noonmusic Series, the New Yorker's Ragtime Jazz and Pepper Society will perform in the Dwight Lounge of the Hamilton College Bristol Campus Center on Tuesday, April 21, beginning at 12:10 p.m.

Comprised of six upstate New York musicians, the band has earned a reputation throughout Central New York for its popular Dixieland jazz. Opening its fourth season this spring, the New Yorker's Ragtime Jazz and Pepper Society features Don Cantwell, a member of the Hamilton College faculty, conductor of the jazz ensemble at Mohawk Valley Community College, and former Supervisor of Music at Whitesboro Central School, clarinet; Bill Quinn, a retired Vice President of the Utica Mutual Insurance Group, trumpet; Charles Keis, former Supervisor of Music at Richfield Springs, trombone; Wesley Donaldson, a church organist and choir director at Saint Anthony's Church, keyboards; Tom Finn, leader of several groups in central New York, drums; and Al Bessette, an accomplished guitar player who has traveled the world playing with various Marine Corps bands, acoustic upright bass.

The final concert of the Spring Noonmusic Series will be on Wednesday, May 6, with the Hamilton College Jazz Ensemble. Sponsored by the Hamilton Program Board, the concerts are free of charge, and the public is welcome. Sandwiches and beverages will be on sale before the performances in the Bristol Campus Center.

Kiss over Cassidy

by Michelle Paninos

In "Butch Cassidy and the Sundance Kid," Redford and Newman team up as the infamous wild-west outlaws who led the dreaded "Hole in the Wall Gang" around the turn of the century. Writtenb y scriptwriter-novelist William Goldman, the movie is based mostly on fact. Supposedly, Goldman spent six years researching the life and times of the outlaws; unfortunatley, not too much of this effort makes its way into the picture.

Primarily, of course, the film is an action and adventure type of picture. It follows the adventures of the two men as they rob banks and trains and attempt to hold their gang together. But the gang holds up the train, "Pacific Flyer" one too many times, and the railroad magnate E.H. Harriman puts together a special team of men to kill them. Harriman's men manage to kill everyone in the gang except Butch and Sundance. Most of the remainder of the movie consists of Butch and Sundance attempting to escape from the posse, which is led by the renowned Indian tracker, Lord Baltimore. Eventually, the two go to Bolivia in search of easy targets to rob and freedom from the law. But they are pursued there as well, and all turns to bad even when they attempt to "go straight."

The strange thing about the film, which I understand won five Oscars, is that it can't seem to decide what it is. It doesn't really cut it as a *real* western; there's not enough action to satisfy the hard-core western fans, and Butch and Sundance are too goofy to be real western desperados. But, on the other hand, although Butch and Sundance's constant flow of cynical remarks is mildly amusing, the movie doens't really work as a comedy either. As one review put it in 1969, the two are "cinematic schizophrenics." One minute they're doing the old time outlaw bit, and the next they're engaged in comedy that seems like a Batman and Robin scene. While the movie presents the men as unwilling to recognize that the closing of the frontier has made theiry way of life obsolete, it also fails to provide a solid enough characterization of them or a complete enough picture of the times for us to understand why.

Some of the scenes are very out of place, particularly the one in which Butch and Etty (Katharine Ross), Sundance's girlfriend, clown around on a bicycle with "Raindrops Keep Falling on Your Head" playing in the background. (In fact, the entirety of Burt Bacharach's 'mod' score is out of place). Scenes like this one seem really contrived to get the viewer to forget that the two protagonists are actually thieves and murderers. Even worse is the scene in which we see a woman getting undressed in her home who turns to find the Sundanace Kid with a gun to her. She screams, but he says "Keep going, teacher lady," and forces her at gunpoint to undress and let down her hair. Just as we think we are about to be witness to a really dreadful rape scene, she says to him "Do you know what I wish? That once you'd get here on time!" That scene is our introduction to Etty, Sundance's girlfriend. Nice joke, huh?

I would like to be able to recommend the movie as worthwhile just as a fun action flick or a good comedy, but I cannot in good faith do this. By no means is it a dreadful film, it manages to hold the viewer's interest for the most part, and I only found myself checking my watch two ro three times. But it's just a little too lethargic and undecided to be a truly good film.

If there is one film event you *must not miss* this weekend, it is the showing of the intelligent and bittersweet "Kiss of the Spider Woman" for Latin Awareness Weekend. Shot in Sao Paulo and directd by Hector Babenco, the film is based on a novel by the Argentinian Manuel Puig. The story centers around two men, Luis Molina, played masterfully by William Hurt, and Valentin, played by Raul Julia, who are in a prison cell in an unnamed, repressive South American country. Much of the movie consists in the nurturant, gentle, and impractical Molina telling and acting out the story of his favorite movie to Valentine, a hard, Marxist, doctrinist who is openly scornful of Molina's escapism. As it turns out, the film of which Molina is so fond is nothing but a horrendous piece of Nazi propaganda, but Molina revels in its melodrama and identifies with the heroine Leni Lamaison (described by one reviewer as a "South American Joan Crawford on Quaaludes) played by Sonia Braga. The focus of the movie is on the relationship of the two men and on what they are able to give each other in the end. Valentin gets from Molina the ability to escape from his worst moment of pain; the tragic Molina gets to be the spiderwoman to Valentin, spinning tales like webs to entrance him, nurturing him, and, finally, winning his love.

Without giving away the plot, which I think should be allowed to unfold gradually before the viewer, I want to simply implore you to *go see this film.* Hurt's performance is absolutely phenomenal. He won first place at Cannes and one of the only intelligently awarded Oscars two years ago for this performance. (I think there is no question that this film should have won best picture over "Out of Africa"). If you haven't yet seen this film, go see it; it will move you and it will stay with you. If you have, go see it again. I've seen it three times, but that won't stop me from seeing it a fourth.

The "Strange Shapes" of Kris MacKenzie

by Lynne Degitz

A seventh-grade introduction to dancing for 'social graces' hardly seems the typical beginnings of someone interested in pursuing dance as a career. Yet, for Kris MacKenzie, a junior double concentrator in dance and geology, this relatively late introduction has led her to gradually intensify the seriousness she places on her dancing.

MacKenzie appreciated the fact that she "consciously chose to dance. It wasn't like I've been dancing since I was seven and I just assumed that that was what I wanted."

"I chose Hamilton," she adds, "because I wanted a school with good academics where I could continue to dance. If you came to Hamilton *knowing* you want to be a professional dancer, though, you're crazy."

"Basically, I wanted to concentrate in dance in order to make my interest legitimate--'it's my major, that's why I'm in the studio kind of thing," she comments. MacKenzie's decision to study geology also arose from following her own natural interests. "I had to take a science," she explains "and I liked volcanoes, so I took geo-- and loved it!"

In the past, MacKenzie's Main concentration has been ballet. She notes, "I tend to consider myself a ballet dancer who does some modern work."

On the other hand, these two approaches are often inter mingled in the choreography created by both students and the dance department. MacKenzie enjoys this eclecticism: "I love point shoes -- you can do so much with them besides ballet!"

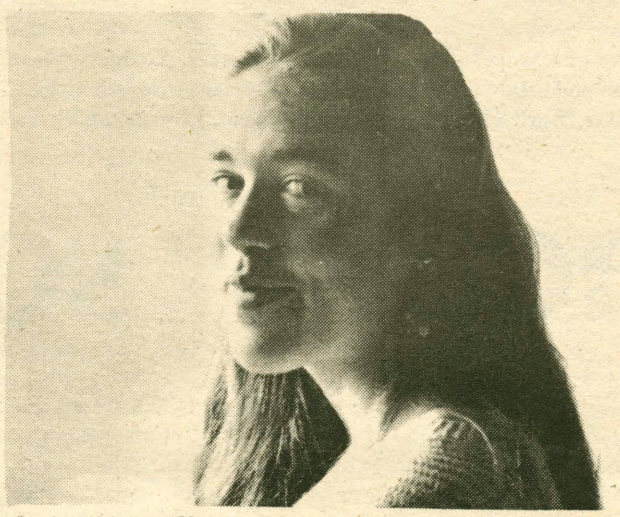
"Still," she asserts, "I would die in the ballet world! And I don't know if my body could do it."

"But to dance for Paul Taylor, the Fell Ballet, Bill T. Jones ... would make me absolutely delirious!" MacKenzie exclaims.

"Besides, if I don't at least *try* to dance in true professional world, I'll be kicking myself forever," she says. MacKenzie hopes to dance for small organizations this summer.

Since her years at Hamilton, MacKenzie feels thatshe is notably improving and developing as a dancer.

Her past ballet training tended to encourage the though that anything that wasn't ballet or a close relative "wasn't really dance." Two pieces that MacKenzie choreographed and performed for the Spring Dance Concert especially demonstrate that she is experimenting with new styles.



Junior Kris MacKenzie. "To dance for Paul Taylor, The Fell Ballet, Bill T. Jones - would make me absolutley delirious!"

In "Excretex," for example, MacKenzie says "all I did was turn in, and move within a two foot box."

Explaining, she adds, "I get frustrated sometimes in class because I can't always do the things I need -- and nobody cares if you cna wrap your arm around yourself or make strangfe shapes with your joints. I like to do what *I* can do and fool around with it."

Another piece, set to music by Patsy Cline, was actually inspired by MacKenzie's past enjoyment of square dancing. The movements were relaxed and natural and the audience contact was warm and direct.

Learning to perform has also been a significant part of MacKenzie's development as a dancer.

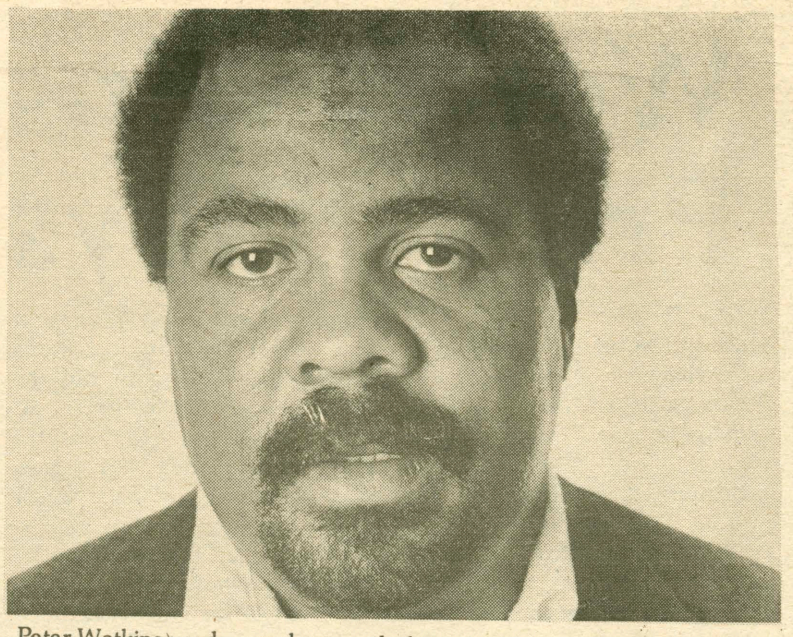
"It's really performance quality that's important, not just technique," she explains, "for then if the audience just sees technique, when that goes, there's nothing."

Also, MacKenzie feels that she is still beginning to understand the relationship between performer and audience: "I don't know how much I'm supposed to abstrract myself ... when I finish a piece, is it Kris bowing or something else?"

Her broadened perspectives on dance and increased body awareness are among the most notable pleasures MacKenzie finds in dancing. While MacKenzie contends that "in class I'm horrible ... I'm a 'questing beast' for I'm so bad at balancing, plus I'm weak and need strength to control my flexibility", the most enjoyable times occur when she in the studio, accidently discovers something that just works.

"When I hit a balance solid, or feel an extension or a line through my body, that's great -- I like it when I surprise myself," MacKenzie says.

Perhaps MacKenzie's pleasure in dance is best explained by her appreciation of a scene from Paul Taylor's "Espinade": "There's this woman in a rosy-purple flowing dress running full speed across the stage -- her hair's whipping arougn and the dress is platered against her body -- I love it! That's how I want to move on stage, so I can really send that feeling."



Peter Watkins used everyday people from the Utica area. Photographed by Don Tracy.

The Journey Continues

cont. from p. 1

find families for Watkins to interview, and to discover where the civil defense plans indicated these families go in case of evacuation, and who would be in charge of them.

According to MacDonald, shooting in Utica took place during 1984 and 1985. "He was in the Mohawk Valley for just over a week," said MacDonald. Watkins shot scenes from the imagined evacuation of a specially selected family. He filmed five scenes in Utica: police ordering people from the Hendricks family's neighborhood to leave the area, people trying to fill their gas tanks and flee from the area (Sounds like the oil crisis of a few years back, no?); people packed into a local fallout shelter with no facilities for them; the arrival of evacuees at an elementary school in Ilion, where the teachers were coordinating a chaotic evacuation effort; and the escorting of groups of evacuees to individual homes in Ilion.

Because Watkins used real people on the streets, explains MacDonald, "there were moments during the shooting of the evacuation scenes when the line between fiction and reality blurred." The film "provided an arena within which they could consider the implications of current world developments and U.S. government policies for their own neighborhoods," says MacDonald.

In "The Journey," the characters constantly indicate their awareness of the camera. In the commercial films, notes MacDonald, everyday people are seldom used creatively, and in a conventional documentary people are only observed. Watkins has the people in the film address the audience directly. Many languages appear in the film, and Watkins studies language as a system and as a manipulator. "On every level," writes MacDonald, "'The Journey' mitigates against the use of language as a control system for those with political, economic, or aesthetic power, and its use in the service of individual human expression, communication, and need."

The film explores the global, social, economic, and political structures necessary to maintain the arms race, as well as ways in which people, institutions and societies to inhibit communication. "Our planet," writes Watkins, "—and the people living on it—now face intense peril—so much that it is of the utmost urgency that we *now* broaden and deepen out self-enquiry towards how we are conducting our lives and our professions and our relations with other human beings."

Watkins observes that much of the peace movement is now fragmented, politicians are corrupt, we are polluting the planet beyond recognition, the arms race is increasing and cynicism abounds. "We all know this," writes Watkins. "Therefore, why do we remain silent—why do we withold information from each other?"

Watkins compares "The Journey" to Claude Lansmann's "Shoah," which consists of interviews with Holocaust victims: "the

cont. on p. 18

Kolb: From Renaissance to Romantics

by Bryan C. Daleas

Soprano Lauralyn Kolb received her bachelor degree from Occidental College, and her masters from Smith College. Now a lecturer in music at Hamilton, Kolb gave a short recital at this week's Noon-music series, accompanied on the piano by Patricia De Angelis. The selections she performed were written by compossers, who collectively span almost four centuries, from Italian Renaissance to early twentieth century.

To open Kolb sang two pieces of the Italian composer Giulio Caccini (c. 1546-1618), "Amarilli mia bella" and 'Filli, mirando il cielo." The first is a love poem, by Giovanni Battisti Guarini, in which a suitor proclaims his love for Amarillis. The song beseeches Amarillis to believe the feelings of the man for her. Upon his heart is even written "Amarillis is my love." In the next piece a maiden reveals her apprehensions of growing old. Though young and attractive, what shall become of her when her hair turns grey? Both songs were buoyant and airy, making use of light ornamentation such as the *trillo* as opposed to the florid arias of the Italian Baroque.

The lyrical music of Gabriel Faure (1845-1924) was a pleasure to hear in the second section of the program. The first of the three songs presented here was a religious poem by Stephan Bordese entitled "En Priere" , set to music by Faure. Another poem, "Reve d'Amour", by Vicor Hugo, was also set to music by Faure and sung in this program. Of particular excellence was Kolb's dramatic interpretation of "Apres un Reve", in which someone dreams of soaring through the clouds, into heaven, catching sight of "unknown splendours" and "glimpses of divine fires..." only to awaken, saddened by the lost visions.

Retreating a century, the closing third of the recital featured *lieder* of Franz Schubert (1787-1828). The words of these songs were written by various authors, and bear the titles "Die Forell" (The Trout), "Des Fischers Liebesgluck" (A Fisherman's Happy Love-Making), "Die Vogel" (The Birds), and "Gretchen am Spinnrade" (Gretchen at the Spinning-Wheel). How the piano line animates the ideas in these songs is very interesting musically. One can just imagine the trout jumping in the water as well as hear the mesmerizing whir of the spinning wheel. These four pieces covered both ends of the musical spectrum, from somber to merry, and from lyric to dramatic, a nice touch to have within a given section of music.

The entire program varied in

cont. on p. 18

Jazz Ensemble

by Eric Goldman

Next Wednesday night, April 22 at 8:30 in the Chapel, the Hamilton College Jazz Ensemble will perform its spring concert. Directed by Assistant Professor of Music, E. Michael Richards, the band will play a variety of material ranging from Goodman and Gershwin in the 1930's to the blues sounds of the 1980's.

The "olies-but-goodies" portion of the program includes Benny Goodman's "Sing, Sing, Sing" and Goerge Gershwin's "Embraceable You." The group will also play a contemporary blues number "The Buzz" by Mark Taylor and a 1960's Miles Davis tune called "Four."

During the concert, there will be a number of featured soloists including Randall Petrie '88 on piano, Steve Northup '89 on baritone saxophone, Phil Pelletier '89 on alto saxophone, and Cleon Cumberbatch '90 on tenor saxophone. Various other students will perform ad-lib solos throughout the performance.

The rest of the program includes a Rick Henderson samba, "Inside Out," Phil Wilson's "Basically Blues," and "Yardbird Suite" by Charlie Parker.

In the words of Randall Petrie, "Jazz is love; love is jazz." With that kind of attitude, we can expect some great jazz with strong improvisation in the Chapel next Wednesday. After this concert, the Jazz Ensemble's only other performance of the year will be for Class and Charter Day.

Wood Wins Prize Plays

cont. from p. 15

such as slides presenting women in art throughout history and oral devices such The Siren (Melissa Quitel) who sang in the voice of the sea.

Dedicated to Karen Williams '87, who died last summer in an accident, the play explores three sisters' emotions as they move from childhood to adulthood. The three sisters, Severine (Frances Abouzeid), Seulette (Christine de Vegvar), and Belise (Nancy de Marcken), live together by the sea. Belise, the youngest, is beautiful, and her two sisters care for her, especially taking care that Belise does not know that their father is dead.

The sisters resent Belise, and for the second time that evening violence erupted on stage as Seulette and Severine paint Belise's face like a whore, pull her hair and hit her across the face. They then lock Belise in her room, where a Sea Beast (David Lloyd Warner) both her mentor and lover, cc ıforts her, telling her never to stop listening to the voice of the sea and that if she listens, she will discover the beauty which lies within herself. Although the two ugly and mean sisters, who cannot fulfill their dreams, still seem rather mean to the viewer, Belise hopes that one day, they will discover the beauty which lies within themselves. Beauty herself is assured a happy ending as a mysterious handsome man is washed up from the Sea at the play's end.

The Beauty and the Sea uses costumes, masks, slides, and dream segments to weave the psychological fairy tale of Belise and her sisters with themes of Beauty and the Beast, the Cinderella myth, and stories about the sea. Thomas Broderick and Thomas Hull gave fine performances in some dream sequences.

The final play, *Classified Data,* by Peter Schweighofer '90, concerned the plight of the individual pitted against bureaucracy. Directed by Bruce Davidson, *Classified Data* featured Greg Walters and Ashley Cook as two civilians fighting B. Buckley McAlister, Mark Read, Debbie Borne, and Frederick Raudat (a.k.a. bureaucrats from the High Galactic Empire) who will not release information about relatives who are feared dead. They only respond that everything is "classified data".

Mrs. Jones (Ashley Cook) breaks into the Lord High Councilor's meeting demanding that they tell her whether her husband is alive or dead. The Lord High Councilor (Raudat) informs her that if such classified data were released, the High Galactic Empire will ahve to put her to death for treason. Because the cast was unprepared and the actors were laughing on stage during such dramatic lines as "I'm sorry, but that's classified data" and "Kill them! Kill them all!," I fear *Classified Data* was most successful as an unintentional comedy. The actors seemed to be having fun and it was certainly fun to watch.

***Cool Runnings* calls Moja Nya "New York's hottest reggae band." Moja Nya is Brian Rock, Desmond Hyson, Alex Laroque, and kRobin Armstrong, four musicians who play Urban Tropical Rock. They appear in Commons, Saturday, April 25 at 9:00 pm. Tickets are $3 for the public and $1 for Hamilton College students.**

Faculty soloist

cont. from p. 17

musical style, which gave Kolb the opportunity to display great artistic versatility. Caccini's music, by comparison, is technically less difficult than some, but requires discipline of the voice so as not to overpower the music, and thus lose its artistic merit. Kolb displayed a facile restraint of her talent, and thereby delivered a stylistically impeccable performance of the Italian works. Singing students tend to study these songs in training and it was a delight to hear them performed by a mature musician.

The French songs than gave Kolb the chance to abandon restraints in favor of a fuller, more intense voice. Here the music has greater depth in many ways. It is wider both in dynamic range and *tessitura,* and the texts deal with more romantic themes. Equally as important as the change in style of the music itself is the ability of the singer to adapt to the demands of the various styles. In this area Kolb has shown remarkable prowess. The drama of "Apres un Reve" treated us to a more aggressive aspect of her vocal character, in addition to the obvious conservativism portrayed in the Renaissance selections.

Thke real strong point of Kolb's talent, from a listener's point of view, must clearly be German song. Not only does she have a fine commmand of the German language, but also a gift for interpretation. Whether the songs are dance-like or more serious, the emotions of the piece shine through Kolb's voice. Most moving of all was "Gretchen am Spinnrade," in which the motion of the piano part simulates the spinning-wheel, while the voice tells the lament of a woman yearning for her lover. This one piece displayed Kolb's vocal skill, her emotional interpretation, and her love of singing all at once. It was the perfect way to end a lovely concert.

Credit is also due to the unfailing ensemble of piano and voice. Patricia DeAngelis provided accompaniment that followed Kolb's every move, a blessing all performers cherish. The two worked together to produce a fine concert that everyone enjoyed.

Journey Opens

cont. from p. 17

only difference between the two films is that this tragedy is happening with all of us—including you and I—now."

According to MacDonald, Watkins collected 100 hours of footage from 14 shooting sites in 11 countries. It took Watkins a year and a half to edit the film.

"The Journey," a journey through the consciousness of a world which spends billions on weapons while millions of people starve, makes it United States premiere at the Stanley Performing Arts Center in Utica. "The Journey" will be shown in five sections: Friday, April 24 at 7 p.m.; Saturday, April 25 at 1 p.m., and again at 7 p.m.; Sunday, April 26 at 1 p.m. and concluding at 7 p.m.

This event is co-sponsored by the Cinemovement and the Central New York Community Arts Council. Tickets may be purchased at the Stanley Box Office, in person or by mail, 259 Genesee Street, Utica, N.Y. 13501, or call (315) 724-4000 to charge. The seats are $10 for all five sections, reserved seats, and $3 per section, at the door, when available.

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Thursday, April 23, 1987 at the Career Center

Faculty Band: Academia Nuts

by Caleb Windover

Perhaps you saw them play in Bristol at a recent edition of Wednesday Night Live. Or maybe you recall their inspired performance at the ELS cabaret. Or perhaps you, like your humble narrator, have only heard second-hand of the growing musical legend known as the Academia Nuts.

The Academia Nuts, one of several existing Hamilton bands, immediately distinguish themselves from the pack if for no other reason than that they are the only group comprised of Hamilton faculty members. The band features three members of the psychology department: Doug Herrmann on guitar and vocals, Jon Vaughan on harmonica, and Terry Blumenthal on bass. The band also features music professor Sam Pellman on synthesizer and Colgate professor Scott Kraly on drums and vocals.

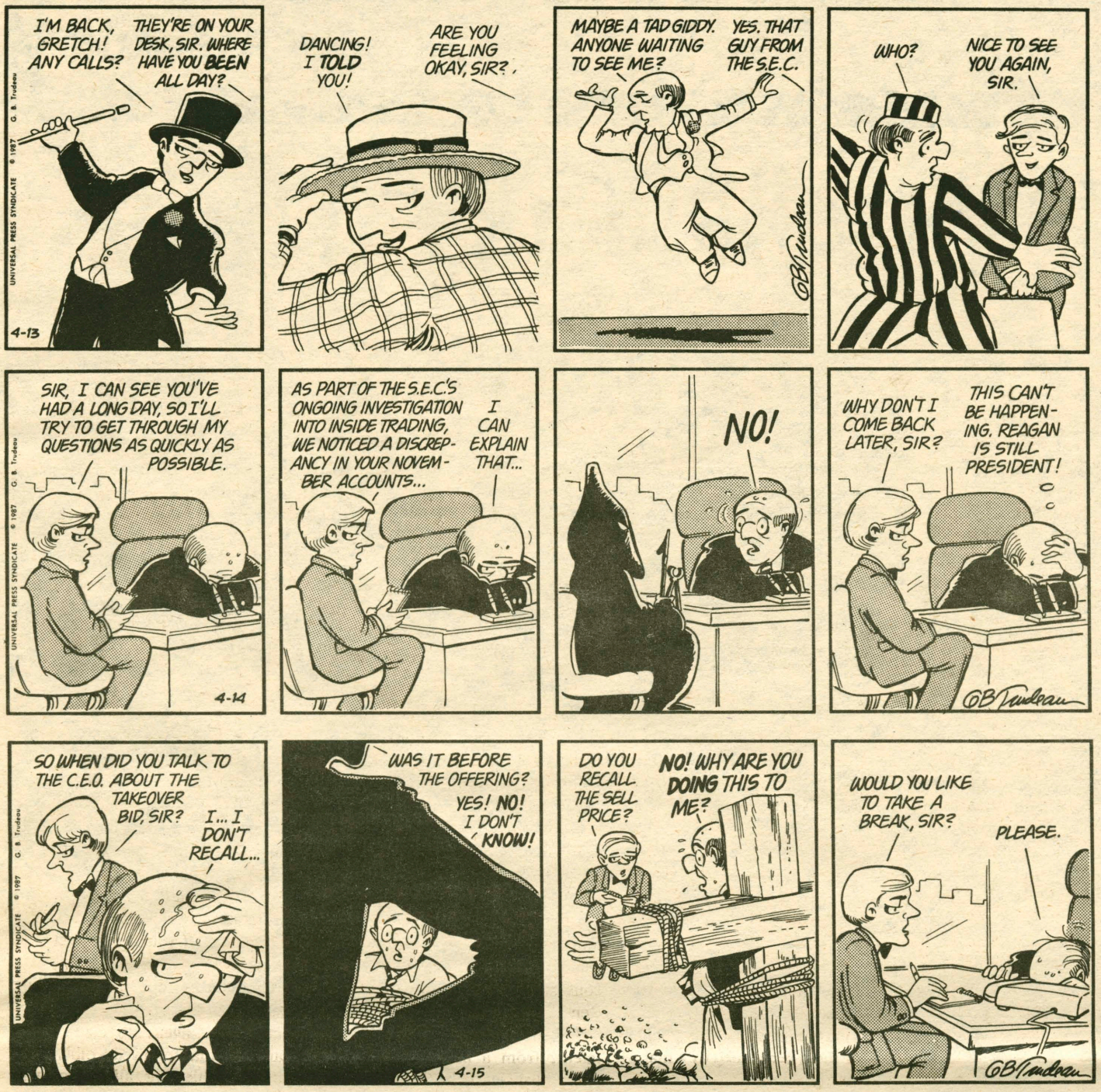
Another aspect which distinguishes the Nuts from other bands you may have heard recently at Hamilton is their heavy emphasis on music of the late 1950s and 1960s. Bassist Terry Blumenthal cites Buddy Holly, the Everly Brothers, the Rolling Stones, and the Beach Boys as major sources for songs to perform, although he states that "the band does a particularly fine version of 'Sunshine of Your Love' by Cream — We really crank on that one."

The group originated about four years ago and were originally known as the Elderly Brothers before slightly modifying their line-up and evolving into the Academia Nuts. The fact that the band members grew up in a period of time before current Hamilton students were born is the chief reason for their choosing to perform older material. Although Blumenthal sees many similarities betwen contemporary music and the rock and roll of the 1960s, the band prefers to retain a certain sense of nostalgia and has refrained from covering material made famous by more recent pop stars. Despite the band's lack of any original material, Herrmann points out that consciously or unconsciously the band "has come up with some fairly original *arrangements* of classic rock songs." He also explains that the band's rapid improvement in the past two years "has allowed for a less demanding practice schedule" (once every month as compared to once every two weeks) although increasing the band's size to five members has made it sometimes difficult to find time to work together as a group, which he admits "has also been a factor in the fewer number of practices."

Both Blumenthal and Herrmann view performing in the Academia Nuts as a positive thing for their students. Each enjoys interacting with students outside of the classroom in a less formal setting where the professor is not playing the role of professor. They also see strong analogies between performing in a band and teaching, (although your humble narrator must confess he began to space out a bit at this point in the interview, and is unable to elaborate specifically on such analogies) and conclude that playing music makes teaching easier.

Herrmann believes that the real purpose for the group and their audience "is to just have fun." By such standards, the band appears to be successful. A senior psychology major remarked that the Academia Nuts performance in Bristol "proved that they are very adequate musicians. . . they cracked me up." Another young fellow agreed that the band was indeed entertaining, but then added that "if they taught like they played I sure wouldn't recommend tenure." Unfortunately your humble narrator has been unable to determine the degree of sarcasm in the letter's statement and will thus have to wait for some future Academia Nuts' performance to unambiguously assess their musical qualities.

Doonesbury


I'M BACK, GRETCH! ANY CALLS?
THEY'RE ON YOUR DESK, SIR. WHERE HAVE YOU BEEN ALL DAY?
DANCING! I TOLD YOU!
ARE YOU FEELING OKAY, SIR?
MAYBE A TAD GIDDY. ANYONE WAITING TO SEE ME?
YES. THAT GUY FROM THE S.E.C.
WHO?
NICE TO SEE YOU AGAIN, SIR.
4-13
SIR, I CAN SEE YOU'VE HAD A LONG DAY, SO I'LL TRY TO GET THROUGH MY QUESTIONS AS QUICKLY AS POSSIBLE.
AS PART OF THE S.E.C.'S ONGOING INVESTIGATION INTO INSIDE TRADING, WE NOTICED A DISCREPANCY IN YOUR NOVEMBER ACCOUNTS...
I CAN EXPLAIN THAT...
NO!
WHY DON'T I COME BACK LATER, SIR?
THIS CAN'T BE HAPPENING. REAGAN IS STILL PRESIDENT!
4-14
SO WHEN DID YOU TALK TO THE C.E.O. ABOUT THE TAKEOVER BID, SIR?
I... I DON'T RECALL...
WAS IT BEFORE THE OFFERING?
YES! NO! I DON'T KNOW!
DO YOU RECALL THE SELL PRICE?
NO! WHY ARE YOU DOING THIS TO ME?
WOULD YOU LIKE TO TAKE A BREAK, SIR?
PLEASE.
4-15
WELL, I GUESS THAT SHOULD DO IT FOR TODAY, SIR...
I GIVE UP.
HOW'S THAT, SIR?
I GIVE UP. I CAN'T TAKE THIS ANYMORE. I'M GUILTY. I'VE BEEN FEEDING BOESKY INSIDE INFORMATION FOR YEARS.
YOU, SIR?
OF COURSE, ME.
WELL, GOSH. WE THOUGHT IT WAS YOUR SECRETARY.
STAND CLEAR. YOU'RE BLOCKING THE WINDOW.
4-16
I KNOW HE WASN'T A SUSPECT, SIR. HE JUST BLURTED THE WHOLE THING OUT!
NO, SIR, I DON'T THINK I WAS BADGERING HIM. I WAS JUST ASKING ROUTINE QUESTIONS. HIS CONFESSION JUST CAME OUT OF THE BLUE.
THE ARREST? WELL, HE SAYS HE'D LIKE TO GET IT OVER WITH, TONIGHT, IF POSSIBLE. WHAT?... OH, I SEE.
THEY'D PREFER TO ARREST YOU IN FRONT OF YOUR FRIENDS AND COLLEAGUES.
WELL, HELL, WHY DON'T YOU JUST WAIT UNTIL THE OFFICE PARTY?
4-17
AND THEY DIDN'T EVEN SUSPECT ME! CAN YOU BELIEVE IT? I'M PROBABLY GOING TO JAIL TOMORROW BECAUSE I TURNED MYSELF IN!
DOESN'T SOUND LIKE YOU HAD A CHOICE, DUCKS. YOU WERE FEELING SHAME FOR WHAT YOU DID.
SHAME? THERE'S NO SHAME IN WHAT I DID! EVERYONE DOES IT! THE ONLY DISHONOR IS IN GETTING CAUGHT!
OH.
THAT'S NEW SINCE I WAS IN THE WORKPLACE.
WELL, YOU GALS ARE MADE DIFFERENTLY ANYWAY.
4-18
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Classifieds

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The American Cancer Society does their part, so let's do ours. Please support the "Cans For Cancer" campus fund drive - Put your empty cans in the marked containers located in dorm lounges . Thank you.

Personals

This whole semester has been a practical joke!

Let's bail out now while we still can.

The roses may be fading but my love for you is flourishing.

A

Happy 21st!

good-looking

If you are interested send a note through campus mail.

KP

Women's Sticks Take Three

by Rich Kuzmeski and Pete Haeffner

The Hamilton women's lacrosse team is on a roll, and with some luck the Continentals may ride a wave all the way to the state tournament. For the week, the squad won three and lost one, raising its record to 4-1.

Thursday afternoon, the Continentals played host to a weak Skidmore team. Led by the four goal and one assist assault by Megan Meyer, Hamilton blew out the Thoroughbreds 18-4. Sarah Morton chipped in 3 goals and Liz Crawford had 3 assists to aid the scoring blitz. The Rookies also played a factor; Courtney Cooney turned the hat-trick, Sara Weaver had two goals and two assists, and Becky Ingall and Doreen Kennedy also found the net for the first time.

Wednesday the Continentals slogged through the muck and mud of their field to knock off Hartwick 15-6. All the scouting in the world could not help the 'Wide as the Continentals, perfecting the fast-break offense, could not be stopped. Coach Betsy Bruce's squad destroyed her former Hartwick team from the first face-off. Morton had the hot hand again scoring four goals assisting on two others. Katy Ruckdeschel was right behind tallying four goals, and a host of other Continentals had a two-point game.

Hamilton visited Oneonta on Monday and took control of the game early. A pumped-up squad poured it on early and often, and then cruised to a 13-7 victory. Ruckdeschel and Sue Anderson led the way scoring three goals and four assists and three goals and two assists, respectively. Tracy Kinney and Crawford each chipped in a pair of goals, and Lisa Wood contributed one goal while dishing out three assists.

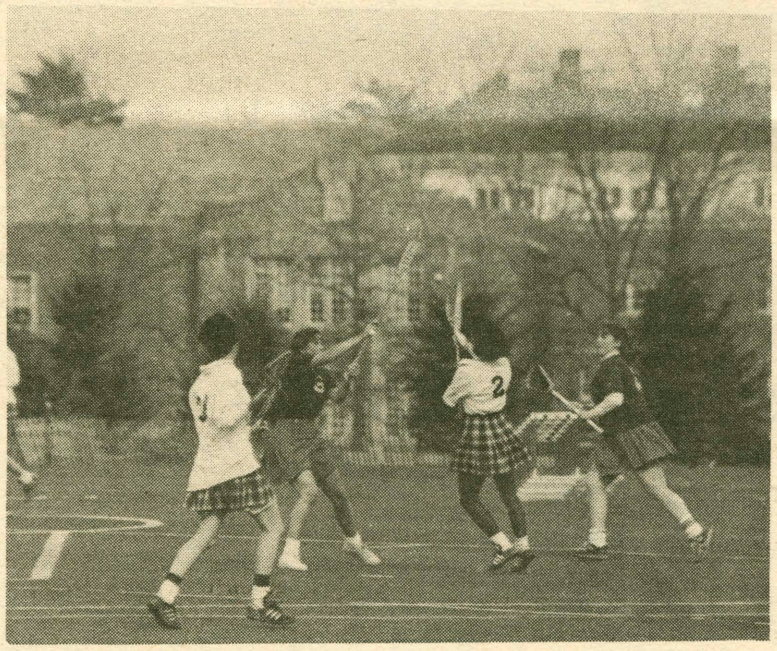
Action like that pictured above is pacing the women's lacrosse squad to a 4-1 record. If they maintain the torrid pace they are setting, the Blue should be a contender in the state tournament at the end of the season.

The one loss of the week came at the hands of St. Lawrence. On a beautiful day in northern New York, the Continentals seemed to leave their game legs on the bus.

The first draw was controlled by the Saints and so, too, was the rest of the first half. The Blue dug a 10-3 hole for themselves that they just could not fill in. Although they did manage to play more evenly with the Saints in the second half, it was too little too late. Final score: Saints 14 and Continentals 4. Ruckdeschel and Anderson each had two goals, but no other Continental could tickle the twine.

Not to be lost in the shuffle of all these offensive stats is the defense. Games are won and lost in the defensive zone, and this fact has not been lost on seniors Missy Stengel and Gaby Ballin, juniors Susie Budinger and Sharon Hubby, sophomores Megan Meyer, Emily Randolph, and Ariana Tadler, and rookie Doreen Kennedy. They have meshed together as a group with Stengel's experience leading the way. Goalie Tadler has also done a fine job. Without her the St. Lawrence game may have been worse and the other games a lot closer.

Next Monday, Rochester will visit Love Field, and on Tuesday the Continentals travel to William Smith for a big grudge match.



The 1987 women's lacrosse team has jumped out to a fast start of 4-1. They crushed Oneonta, Hartwick, and Skidmore this week, but dropped a tough one to St. Lawrence.

Netters up 5-Love

by Julio R. Delorico

Under the tutelage of newcomer Coach North and the leadership of Captain Paul Markson, Hamilton tennis has become a force to be reckoned with in upstate New York.

The 1987 men's varsity tennis team has dominated the court this spring en-route to a perfect record of 5 wins and no losses. Their performance to date has been the best since the days of players like Carl Norbeck and Thompson Smith, and of course, Coach Greg "I'll remember what your name is" Batt.

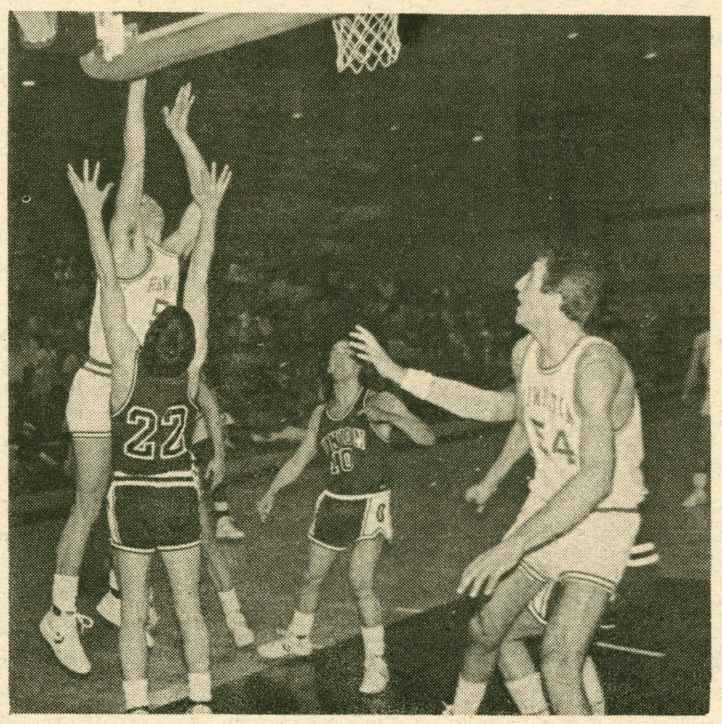
During the sweep of their first five matches, the Continentals defeated two teams that have caused problems for them in the past: Union and Hartwick. Captain Markson comments, "I had been thinking about this season's matches against Hartwick and Union ever since our heart breaking losses to both teams last year. I wanted these teams almost as badly as I wanted to be over five feet tall." The Continental players were able to help Markson achieve one of his goals with a 7-2 victory over Union and a 9-0 victory over Hartwick.

Markson attributes the team's success to the maturation of several of the team's veterans, and the addition of three new varsity players. "Dan Shapiro, Jim Hall, Robbie Robinson, Bill Schmoker, and I are all playing better than last season The team definitely relies upon us old dogs of war because of our experience, but the new members of the varsity squad give us the depth we need to become contenders."

Junior Sherman Durfee, and first-year sensations Tod Hardgrove and Nils Kullesied have been tremendous factors in the team's success. Hardgrove has not dropped a single set this season at fifth singles, and is undefeated at second doubles with partner Kullesied. At fourth singles, Sherman "Beanie" Durfee has won four of five matches.

Both Markson and Coach North are impressed by the play of second sigles player Dan Shapiro. According to Markson, "this is the best I've seen Dan play in his three years on the team. He has gained a lot more confidence in his game and has become much more aggressive." Shapiro's improvement is evidenced by his unblemished record at second singles. When asked why he felt his game had improved, Shapiro replied, "In the past, I would try to relax and gather my concentration before stepping onto the court. But now I get myself really psyched up for a match by cranking Beastie Boys or Iron Maiden on my walkman. After all, you've got to fight for your right to party."

Along with Union and Hartwick, the Continental netters have crushed Lemoyne, Utica, and Clarson. Markson looks forward to the next home match on Wednesday, April 22 against arch-rival Colgate. "I know their first singles player," he said. "We used to play together on the same high school team. He used to make fun of me because I was so short. We'll see who has the last laugh on Wednesday."



John Cavanaugh, the NESCAC Player of the year for 1987, has also been named a first team member of the Division III All-American basketball squad. For more details, turn the page.

"What do you feed those guys?"

Inner fortitude key to men's lax victory

by Bill Brodsky

The Hamilton Lacrosse Team extended their undefeated season to five with an emotional victory over the Rockets of Rochester 8-7 which provided the first real challenge for Coach Von Schiller and his fighting Continentals.

This upstart Hamilton team managed to delicately balance a finesse offense with a hard hitting defense that knows no equal. Clay Merdock, the Doctor of Lacrosse, proclaims, "This is their year, I have never seen a team mesh so well."

The game against the Rockets started slow for the Continentals who fell to a 4-0 deficit within the first quarter of play. For the first time in their undefeated season the Continentals found themselves with their backs up against the wall.

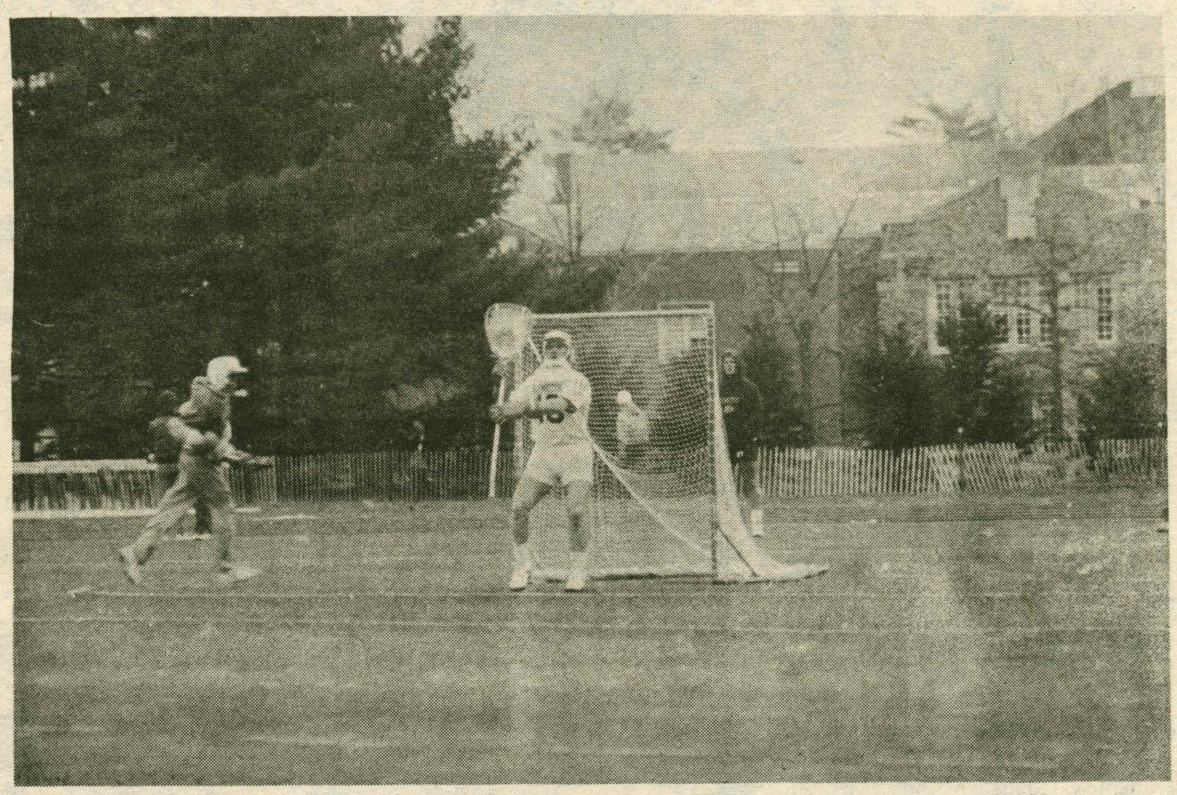
Pinned in a corner and panic struck, the Squad cried out for leadership and Junior Midfielder Peter Hills assumed command of the slow sinking boat. His face livid with determination, Hills called the team close and explained, "The game is like a rollercoaster, sometimes we go up and sometimes we go down. If we don't keep moving the coaster in the rear will bang into us."

After this inspirational oration it was as if a new life had been instilled into the faultering Continentals. With a new perspective, they realized their task at hand and rallied for two quick goals. Still it would take more than just a burst of life to rescue the squad from their precarious position.

Credit must be given to the defensive stalwarts who, while frustration reared its ugly head, kept the Continentals in the battle through tough mental and physical play. The squad gelled as a unit, from freshmen like Mike Adornato to senior John Santemma, creating an impenetrable wall that thwarted all further efforts by the Rockets to widen their gap.

The stalwarts played according to the philosophy of senior Steve Rogers who maintains, "There is no philosophy in the 'Red Light Zone.' It is kill or be killed."

John Hadley slipped the defensive wool over his opponents eyes, Danny Nye denied honor on the field of battle, and Steve Johnson, the mainstay of the defense, denied everything, to everyone, everywhere. The Hamilton defense, behind their sheep-like facade, had the fury of a pack of angry wolves.



Rookie goalie Mike Adornato (18) has keyed a stingy Hamilton defense. Through five games, the squad has given up no more than seven goals in any one game.

However, when the gun sounded ending the first half, the Continentals were down, and they hung their heads low as they made their way to the locker room. Fear, anger, and frustration filled the air like flamable gas ready to ignite at the first spark of dissention. Peter Haeffner drowned the potential flame with his watery words, "What the '$!&**!!....COME ON." Needless to say the squad held together heeding the words of Haeffner's war bark.

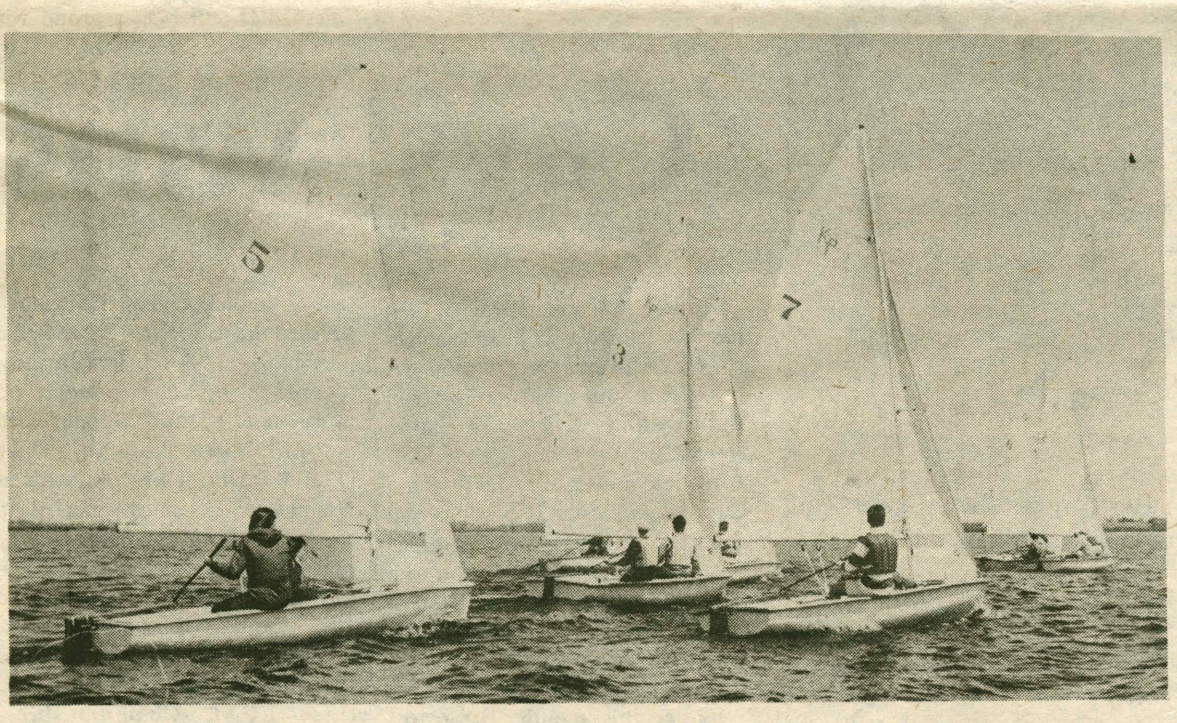
Coach Von stepped in at the crucial moment with words of inspiration, "We have to play as a team, as individuals we stand alone." ThHis was all that was needed. As the Referee came to retrieve the Continentals for the second half, shock and awe covered his face. The roar of the team was peeling the paint from the walls.

At the start of the second half, the Squad came out like swarming bees looking for honey, the honey of victory. When the Hamilton offense rose to the occasion and rallied for 5 unanswered goals, Clay Merdock could not believe his eyes, and asked inquisitively, "What do you feed those guys?"

Sophomore Bill Green who tallied 3 times on the day, scored the first of many inspiring goals. Green is one of Hamilton's smaller midfielders, but possesses division 1 skills. He is a real midfielder's midfielder. He shunned any recognition of his personal success, saying, "There is no I in team."

Green's efforts were much needed as senior shooting threat Steve Theall shot his load wide -- and was skunked for the first time in his already successful season. Steve commented, "There is no place for selfishness on this squad. If I can't come up big, I'll draw the double, dump the ball, and open the wing for a clear shot at the net."

Loose Balls: With the thought of revenge on their minds following last years loss and the possibility of raising their record to 6-0, the Continentals travel to Potsdam on Saturday. Then on Wednesday, the 22nd, the Continentals finally return home to the Rug of Love to host Oneonta.



Sailors Cruise to fine finishes

by Doug Shaw

Once again this past weekend, as most of the campus slept peacefully, the members of the little known Hamilton Sailing team assembled in Commons for an early morning breakfast. With packed car and high spirits the team embarked for Lake Geneva for a regatta hosted by The Hobart and William Smith Colleges.

Upon arriving, the 420's were rigged amid the developing comaraderie between the sailors from Cornell, Wells, SUNY Oswego, Hobart, William Smith and Hamilton. After a brief Skippers Meeting the boats were launched and the four morning races were run in light to moderate air, with sunny skies. The boats from Hamilton, Skippered by Juniors Paul Coppola and Chris Kuhn, wiht rotating crews of senior Marty Lemmond, and Sophmores Eben Carlson and Doug Shaw, fared well in the morning races, standing in first and third positions out of eight at lunch break. As was expected the toughest competition was from the Cornell crew led by Skipper Dave Bepko.

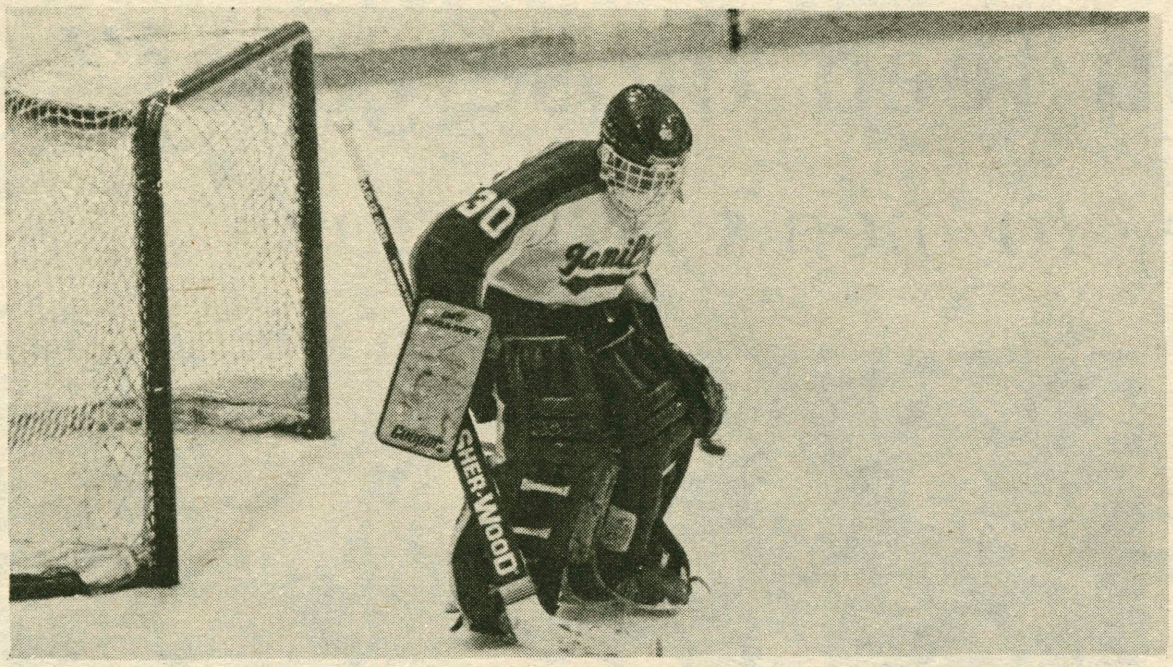
During lunch, catered by the Hobart dining service, the true spirit of the sport of sailing was displayed. In order to make for keener competition in the afternoon, those with more experience at racing 420 Collegiate Dinghies offered suggestions and advice to those less so, of course without giving up any of their secrets or "sail-fast" techniques.

After lunch the boats were sent back out into a five to seven knot breeze which held out for eight more races. The competition of the morning races remained essentially the same, with the two Hamilton and two Cornell boats fighting for the top positions. Toward the final races of the afternoon the wind died out, allowing the lighter crews to dominate the fleet. Light air sailing is the true test of a sailor's ability and tactical knowledge, one which the Hamilton sailors took in stride, and passed with flying colors.

At the close of the twelfth race the wind had died out and the crews were tired, so the race committee sent the boats into shore. Some quick mathematical work aboard the Committee Boat yielded satisfying results for the Hamilton crews. Despite the fact that they were racing against teams, most of whom have their own facilities and boats as well as regular practices, Chris Kuhn placed first overall, with Paul Coppola finishing third in close competition.

When all the boats were drydocked , sails folded, and dry clothes changed into, the crews gathered on the dock for some post race fellowship. The days activities were reviewed, questioning how the boats could have been made to go faster and crew work improved, all in hopes of making for closer competition in the weekends to come. Sailing stories grew longer as did the shadows, and members of the various teams were able to enjoy and admire the beauty of Lake Geneva after a relaxing day of friendly competition.

Congratulations go out to the consistent crew of Chris Kuhn and Marty Lemmond, as well as thanks to Gerri Knortz of the Athletic Department, the early Saturday morning crew at Commons, and the Hobart and William Smith Sailing teams for running a great regatta. This weekend the team will travel to Cornell University for their Easter Regatta with high hopes of maintaining their past record.



Second year goalie Guy Hebert was not affected by any 'sophmore jinx'. He had a 2.18 goals against average and was named ECAC Western Division Goalie of the year. Hebert posted three shut-outs, while setting a school record 92.1 save percentage.

Hebert, Kershaw receive top hockey honors

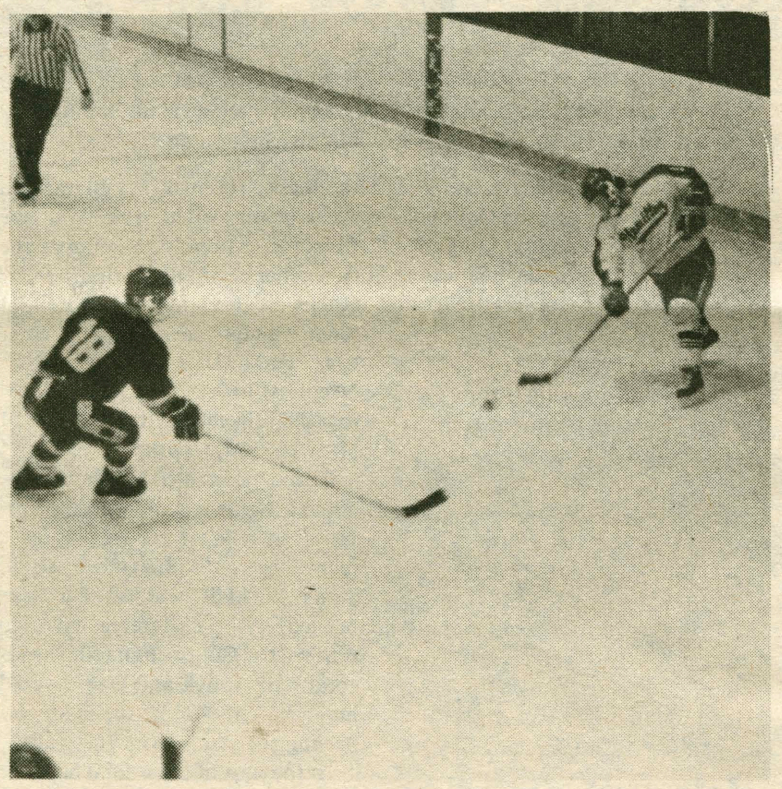
Continental ice hockey standouts Guy Hebert and J.D. Kershaw were named Goalie of the Year and Rookie of the Year, respectively, by the Western division of the Eastern College Athletic Conference this week.

Hebert (Troy, NY) was instrumental in leading Hamilton to an 18-7 season and a national ranking (the Continentals were 8th in the final Associated Press Division III national hockey poll). The sophomore netminder, who topped the ECAC East/West for much of the season, stopped 92.1 %of the shots on goal (a school single-season record) and registered a stellar 2.19 goals against average. He had three shutouts, including a 3-1 victory over national-power Oswego. Hebert also earned Continental Co-Most Valuable Player honors.

Kershaw, a speedy right wing from Niagara Falls, Ontario, finished tied for fourth on the team in goal scoring (13), and was tied for fifth in total points (25), despite being sidelined for five games. He earned ECAC Rookie of the Week honors early in the season by tallying nine goals and dishing out eight assists in his first ten games.

Also honored by the ECAC West were forwards Mike Snell (Oswego), Joey Ferras (Plattsburg), and Richie Hebert (RIT), and defensemen Chris Panek (Plattsburg) and Howie Vandermast (Potsdam).

Sharing the Continental Most Valuable Player honors with Hebert was sophomore right wing Harry McCabe (Long Beach, NY). Averaging a goal per game, McCabe finished the season as the team leader in both goals (25) and total points (38). He netted four hat tricks on the season, including one in the semifinal match of the ECAC Championship Tournament, a double-overtime heartbreaker in which the Continentals fell, 5-4, to Oswego.



Scoring 25 goals, including four hat-tricks, Harry McCabe was voted Most Valuable Player of this years Hamilton College hocky team.

Right behind McCabe in scoring was rookie left wing Pat Murphy (Kenmore, NY). Murphy, who fired in 17 goals and collected 16 assists for 33 points, earned the team's Rookie of the Year award.

Two-year captain Rob Lowe received the Seller's Award for spirit, leadership, and dedication. The four-year letter-winner was among three Continental defensemen to reach double digits in point scoring (2-14-16).

View From 202

by Paul Cannata

While resting on the tropical beaches of South Boston over Spring Break, I was just wondering...Hamilton College must have the only artificial turf playing field that cannot be plowed. It must be one of those all-weather fields for half of the year...Sugar Ray Leonard beat Marvin Hagler. Wow! That is like D. Phi winning the I.M. football championships... If Billy Crino were a car, couldn't he have been turned in about four years ago... The Mohawk Valley Comets packed the Utica Auditorium with over 4,000 spectators! Is that the good news or the bad news, you may be asking. I'm not sure, but I do know that if 4,000 Utica hockey fans moved to Buffalo it would double the total I.Q. of both cities... Speaking of Buffalo, congratulations to Hamilton track star Scott Fischer who has already qualified for the N.Y. State Track Tournament which will be held in the city whose only claim to fame is the Bills, a waterfall, and Love Canal.

Best of luck, Scott!...Athletic recruits throw up more than any other brand of human beings... A la Letterman, it is time for a list. The top three athletes most likely to drop a 45 lb. weight on their foot while lifting: 1) John Morrison 2) John Morrison 3) John Morrison. I'd never dropped one on my foot because I can't lift 45 lbs.... The 'real' seasons of pro-hockey and basketball are now underway. The Lakers will take the championship while the Celtics will failt to advance out of the Eastern Conference... Not making the playoffs in hockey is like not getting lucky in Ft. Lauderdale.... By the way, Scott Fischer reminds me that his 137 ft. Hammer Throw was both into the wind and uphill... Why do we have spring sports at Hamilton when we don't even have a spring?... Kurt Rambis, Los Angeles Laker forward, on coach Pat Riley's suggestion that players submit to voluntary drug testing! "I'm all in favor of it as long as it's multiple choice"... Jack Aker, 1986 Cleveland Indians pitching coach, after White Sox fans pelted his team with seat cushions on Seat Cushion Night in Chicago: "If they ever have Bowling Ball Night here, I'm definitely not coming!"... I'd like to know who the Einsteins were who stole the '30 Hamilton banner from the hockey rink. Those kids must have been given radios and blenders as bath-tub toys when they were younger because there is a short in a few of their circuits!... Special thanks to Michael Baker for assisting me in this article—he lent me a pen.

'Cavs' wins

John Cavanaugh (DeWitt, NY) has been named a first team member of the All-America Division III basketball squad by the National Basketball Coaches Association (NABC). A second team All-America selection last year, Cavanaugh scored 21.5 points and collected 12.6 rebounds per game this season, leading Hamilton to a 23-4 record and the 1987 Eastern College Athletic Conference Division III Upstate New York Championship.

Earlier this month, the 6'10" senior center was selected the New England Small College Athletic Conference Player of the Year, and a member of both the ECAC All-Star first team and the NABC East Region All-Star first team. In addition to leading the Continentals in scoring and rebounding, Cavanaugh finished the season first in field goal percentage (52.8 %), first in shots blocked (82 or 3.0 per game), third in assists (79), third in steals (23), and fifth in free throw percentage (72.6 %). During his four years at Hamilton, Cavanaugh played in every game (107), tossed in 1782 points (third most on the Continentals' all-time scoring list), grabbed 1098 rebounds (third most), blocked 263 shots (the school record), and led Hamilton to an 81-26 record and three ECAC Championships. Cavanaugh will be joined by his senior teammates in an upcoming contest for charity against the graduating seniors from the NCAA tournament runner-up Syracuse Orangemen.

John Cavanaugh would like to look this happy after Saturday night's exhibition game against members of the Syracuse Orangemen's 1987 national runner-up squad.

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Letters

HFD Questioned

To the Editor,

I am writing this letter in response to several questions I received after the lecture by Maki Mandela in the Chapel on Wednesday evening. I was asked; what do I think now that I have heard what Ms. Mandela had to say? I hope that this doesn't come as a surprise to anyone although it obviously does given the nature of the question, but I have never said anything different from what Ms. Mandela said in her lecture.

What is perhaps most interesting to note, is what Ms. Mandela did not say. When asked by a student; "What can we do to help the people in South Africa?" Ms. Mandela responded by suggesting that concerned students get the college to give courses that will teach people about what is happening in South Africa. She feels that many people have little idea of the workings of the apartheid system. She also suggested that concerned students raise money to send to black South Africans. What she didn't mention once, in her entire speech, was divestment. While it has been suggested to me that such a statement should be taken for granted, it seems that precisely the opposite should be true. Given that Hamiltonians for Divestment were among one of the sponsoring groups of the lecture, were visibly present in the audience, and are currently struggling to keep their movement alive, a statement by Ms. Mandela in support of the group's efforts would have been most significant. So when Rev. Eaton announced at the end of the lecture that more people should join H.F.D. because of the lecture, I was surprised. Ms. Mandela had given thanks to the people who were helping the South African consciousness movement alive. She did not speak of divestment.

Ms. Mandela also did not say that there is a holocaust presently occurring in South Africa. She emphasized that action is needed to avoid the occurence of a holocaust in South Africa. This is very different from the statements made by people accusing me of being a racist because I said the same thing is the fall divestment debate. When Maki Mandela says that a holocaust is possible if action is not taken, she is applaude. When Ezra Kopelowitz says the same thing he is called a racist.

My intention in this letter is not to arouse any anger, but rather to ask people to think about what they can do to help the South African people. By not mentioning divestment, I do not believe Ms. Mandela was not supporting the movement, I think she was simply focusing the attention of the audience on the most beneficial activities a college student can undertake. Those are increasing awareness of the South African situation through coursework and raising money to send to Black South Africans.

I call upon Hamiltonian's For Divestment, to heed the message and refocus their attention on more productive activity. Change your name, and I along with others in this community will join your movement.

Sincerely,
Ezra Kopelowitz

La Vanguardia and Medina

To the Editor:

On April 14, La Vanguardia sent the following letter to Jeremy Medina:

Dear Professor Medina:

We, the members of La Vanguardia, would like to invite you to comment about your position concerning Edgar Paiewonsky-Conde's tenure case. Many questions have been raised concerning this case, and we feel that you may have some input which may clarify the events which have occurred. We, therefore, invite you to do any one of the following:

-To enter into debate with Mark Lane concerning your alleged behavior.

-or-

-To explain your position to the campus community in a lecture forum with or without a question and answer period.

-or-

-To issue a statement to be published in The Spectator.

-or-

-To use any other medium through which you wish to express yourself.

We would be happy to sponsor any of the above suggestions and to meet with you at your convenience. We would appreciate your immediate input to these suggestions. We may be contacted through campus mail or at the following numbers: Harry Biscarr (859-0570), Margarita Quevedo (859-0913), or Virgen Gonzalez (859-0461).

On the same day, he sent a response. This is his letter:

Dear Harry:

I have your letter dated April 14. There is nothing in this world that I would rather do than clarify my position. I have been asked — for months now — to refrain from nothing [sic] this.

I had indeed prepared a statement for the Spectator but have been asked not to release it at this time.

When I can comment, I assure you that I will do so.

I'm sorry that I cannot be more helpful.

Sincerely,
Jeremy T. Medina

Medina' response raises even more questions that La Vanguardia feels should be clarified:

Who told him not to release a statement?

If it is not the time to release a statement, then *when* will it be? It seems that the appropriate time for presenting his version of the story has long since arrived.

Why can he not comment? If he does indeed desire to 'clarify his position', what could possibly be holding him back? What has he to lose by informing us of his position now?

Medina's response has brought La Vanguardia to obvious conclusions regarding his position. We also feel that he is not being at all proper in withholding a statement for so long.

The Members of La Vanguardia

"Legal" Discrimination?

To the Editor:

Our purpose in writing this letter is to *question* the true intentions of Hamilton College as an institution of higher education by examining the Edgar Paiewonsky-Conde case as a situation that should never have occurred. The fact that it did and the results of it indicate that, according to its 1986-87 catalogue, "Hamilton College does not *illegally* discriminate on the basis of race, sex, color, religion..."(sic).

The first intention we wish to question pertains to the use of the word "illegally" in the catalogue. Does this mean that Hamilton College allows itself to discriminate *legally*? For example, in the case of Edgar Paiewonsky-Conde, what guidelines were used to determine what *legal* discrimination is? We have been taught, although not here, that *any* form of discrimination whatsoever is unethical, immoral, and humiliating.

The mere fact that testimony at the recent public tribunal revealed explicit situations of discrimination against Professor Edgar Paiewonsky-Conde, demonstrates that the idea of *legal* discrimination is used to further the "best interests" of this institution. If it had not been for the appeal and the resulting tribunal this recently revealed discrimination would not have been exposed. We must therefore assume that this concealed discrimination is *legal* discrimination. Thus Hamilton College is not contradicting its statement of "illegal discrimination."

We would also like to question the offering of a "negotiated financial settlement" in order to end Edgar Paiewonsky-Conde's tenure appeal, and more importantly, the resulting public tribunal. Does this mean that Hamilton College can *legally* bribe? If a "financial settlement" had not been offered, would the continuing testimonies have revealed "illegal" discrimination? And if so, Hamilton would not only have been "illegally" discriminating but also contradicting their own established guidelines.

This brings us to the third intention we wish to question. By assuming that Edgar Paiewonsky-Conde's case is representative of *legal* discrimination (since it was never defined as "illegal" by the college), does this suggest that the college "...deals with crucial problems of our time in a morally and intellectually courageous manner" (p. 11, 1986-87 Hamilton College Catalogue)?

Thus we come to the fourth intention we wish to question. When dealing with or supposedly confronting prejudice and discrimination, what are the realitites and remedies according to Hamilton College as most recently exhibited by the Edgar Paiewonsky-Conde case? Hamilton's realities and remedies exhibit *legal* discrimination and "financial settlements" and suggest that guidelines as we morally know them do not wish to be recognized by Hamilton College.

Therefore, we must sadly agree with Hamilton's statement, that indeed, "Hamilton is a very special place..."

Sharon Zitrin
Stephanie Gates

Dissenting Opinion

To the Editor:

Printed in this week's edition of the Spectator is a letter to President Carovano from many of the members of the Publications Board, myself included. The letter questions the President's decision to overrule the Publications Board's decision to allow Discourse to print 1500 extra copies of its magazine with the intention of using the ad on the final page to solicit funds for a particular political interest. While I agree that Mr. Carovano's intervention into the boards affairs might have been a bit premature (and certainly untimely in light of the board's totally objective nature in dealing with campus issues), I wish to express my concern that this incident not be used to help fuel the current hate-campaign directed at the President.

First of all, Discourse never initially made it known to the Publications Board of its intention to use its remaining funds to solicit for the Hamilton 12 rather than put out a second issue. This to me demonstrates a lack of responsibility on the part of the editor of Discourse. It also indicates his fear that his actions might have been wrong.

Secondly, the Publications Board's decision to allow Discourse to go ahead with its solicitation was in fact based on a narrow, legalistic interpretation of the constitution. Since solicitations were not explicitly forbidden in the constitution, the always-objective Publications Board found little difficulty in endorsing such a "student-backed" campaign.

Let's face it, the President was wrong, but only in response to another wrong. The Publications Board is not a political action committee. It cannot spend the student body's money as it wishes. If it could, the editors of this year's Yearbook would be in the Bahamas right now (I am not comparing the Bahamas to the Hamilton 12). Fortunately, they have an understanding of editorial discretion.

I call out to the Publications Board to work with the administration to resolve the current problems rather than spitefully attack it. If not, the Board might pay a price in the long run. And I'd hate to see, in the future, every publication hurt financially as the result of a single editor's lack of discretion and an emotional Publications Board's vindictiveness.

Sincerely,
Jeff Bochman
editor of Yearbook and
member of Pub Board

Pub Board Protests

To the editor:

The following is an open letter to President Carovano.

We, the undersigned members of the Publications Board, wish to express our extreme disappointment at your recent action overruling the Publications Bosard's decision concerning *Discourse*.

Although the aciton was probably legal according to the Publications Board Constitution, we feel that the unnecessary use of presidential power in this instance undermines the function of the Publication Board and the autonomy of student publications at Hamilton.

We urge you to reconsider your decision.

Thank you.

Sincerely,
John Hinge '87, Publications Board Chair
Richard Dean '87, General Manager, WHCL-FM
Jeff Bochman '88, Editor-in-Chief, Yearbook
Kathryn Dawson '88, Editor-in-Chief, Red Weather
Mary DeForest
Stephanie Nilva, Editor-in-Chief, The ABC's of Reading '88
Gerard A. McGowan '87
Joseph T. Malloy
Evan Smith '87, Editor-in-Chief, The Wag
Thomas A. Kuck '88, Editor-in-Chief, The Spectator
Monique Lui '87, Publications Board Secretary
David Klem '90
Peter Millard '88, Editor-in-Chief, Attitudes
Emily Randall '88
Adam Wergeles Editor-in-Chief,Discourse

An "Other" Opinion

To the Editor:

The following is an open letter to Evan Smith.

In the latest edition of the *Spectator* you stated in your "Zeitgeist Checklist":

"With much fanfare, two of Hamilton's [athletic] teams recently completed seasons more successful than originally anticipated, and the resulting boost of morale was a welcome change from evident campus apathy. A nagging question: if basketball and hockey provide a positive spectatorial outlet, why are the time and money so heavily focused on that *other* sport."

Evan, obviously you have your facts confused and/or you do not think men's and women's soccer and lacrosse are enjoyable spectator sports. First of all our basketball team cannot be considered, by any stretch of the imagination, to have been "more successful than originally anticipated"; they were, without doubt, a team from whom much was expected. Last year's team graduated only one starter. Returning to The Hill this year, was one of the most talented senior classes in the history of Hamilton basketball. Certainly, the "hoopsters" should be congratulated for their consecutive ECAC titles, but it was not unanticipated.

Secondly, in case you haven't visited the fieldhouse lately, there is a new basketball floor which was installed to the tune of twenty-thousand dollars. Also, let us not

Letters

forget the basketball team's trip to California, which of course they deserved as well as earned.

Thirdly, many soccer, lacrosse, and field hockey players (as well as many Hamilton students, including myself) feel their sports are "positive spectatorial outlets." Last year, in case you hadn't noticed, Hamilton dedicated Love Field which was ready for use this fall and is presently being used for the men's and women's home lacrosse games. This field was built at a cost of over one-million dollars, many times over even the football team's budget.

Fourthly, myself and the rest of the Hamilton community (possibly excluding yourself), well know plans are under way for the construction of a new swimming pool.

Fifthly, lest one might feel Hamilton's priorities are out of line, there is presently under construction a new performing arts center. Of course, it can be seen how you might not have noticed this minor construction going on at the Kirkland side of campus.

In conclusion, it is interesting to note that you can now refer to the football team as that *other* team since you have consistently attacked the members of the football program. To turn the tables, I also have "a nagging question": Why is it that some of us (I would like to think a majority of us) on The Hill are in a positive frame of mind; however, people such as yourself must continually operate in a pessimistic manner. Why must you criticize the football team whose intentional basis is pride in Hamilton?

*Other*ly,
Terence P. Clair

Losing More Than Money

To the Editor:

In light of the recent settlement of the Paiewonsky-Conde case, I would like to express my disappointment in the loss of one of the top intellectual contributors to the College and in the present method of making decisions which affect the entire community.

Professor Paiewonsky-Conde has reached standards every member of the faculty should, and has surpassed them. Last year as my advisor, he went out of his way to understand my unique background in order to find a complementary education for me here at Hamilton. This year, no longer having advising responsibilities due to his tenure denial, he has continued to counsel students. In spite of all he was going through with the hearings in March and April, he was readily accessible and willing to aid me in making decisions concerning my Hamilton career.

As a professor of mine in two different courses, he has been open to new analyses of *Don Quixote* and has also conveyed valuable information on the Caribbean. His heavily underlined copy of the Spanish classic and diverse reading list for "Caribbean Culture and Civilization" are proof enough that he is a quality professor.

Did Anyone stop to consider that in paying $100,000 they would be ridding Hamilton College of one of the best assets it has? I am incredulous that anyone could conceive of washing their hands of a less than attractive situation on this campus by paying a lump sum of money while at the same time denying us such a valuable educator. It seems an ineffective way of "saving face." Instead, it only exposes weaknesses. How many times before this have people been payed off or given non-negotiable offers? Did Anyone stop to think that $100,000 could pay for seven students to attend Hamilton for a year? Did Anyone consider that they are "paying away" our education?

The College's loss of Edgar is more than a monetary loss; it is a denial of our education both inside the classroom and out. We are losing an expert on Latin America and on literature of the Spanish language, an active member of the College as well as a Fir friend. It was apparently easy to pay the $100,000 price tag, but what of the educational expense? What kind of alternatives are being offered to the Latin Americans, Spanish majors, and those interested in Latin American Studies? As far as I'm concerned Edgar Paiewonsky-Conde is irreplaceable. In the hearing it came out that the students' opinion of Edgar was barely considered. Well now I think it is time the administration should not be ale to keep from hearing us!

Sincerely,
Katherine Taylor '89

Administrative Excess

To the Editor:

The past week has been filled with calls to end racism, sexism and homophobia by many famous persons. Ironically, the past week has also been filled with blatant, reprehensible acts of racism and censorship by the administration of this college.

Mark Lane, the lawyer for Edgar Paiewonsky-Conde, claimed that he had never seen racism so blatant, and so institutionalized for the past twenty years. He, along with Catharine MacKinnon and Angela Davis later in the week, cited numerous examples of racism and sexism on this campus. They all also said that the time has come for students and faculty to become active; and to take a stand against these heinous and vicious acts.

What was the administrations reaction? They decided the Paiewonsky case was getting too embarrassing, and so they stopped it. They felt that they had best shut Edgar up, so they gave him $100,000 under the condition he never teaches at Hamilton again. The settlement is an admission of guilt by President Carovano. It is also more than that, it is a continuation of the guilt. The matter wasn't settled, it was covered up. Why would they have given Paiewonsky $100,000 if they were not guilty? Why would they be forcing Paiewonsky off the campus if they were not trying to cover up that guilt?

The infamous "executive order" was again issued this week. President Carovano re-froze all funds to Discourse magazine after the Publication Board decided that the funds should be un-frozen. Is this what is meant by the "Policies and Procedures of Hamilton College" when it states: "The College protects and encourages controversy and dissent. The right to express opinions may not be abridged, provided that public safety and the rights of individuals are not threatened."?

Both of the above mentioned cases are also related to the suspension of the "Hamilton Twelve". In all the cases the victims were critics of the administration and in each case extraordinary presidential action was taken. Is this called encouraging dissent?

Carovano has shown he has little respect for students and faculty. He has said that Hamilton College is made up of only the trustees and himself. He has also stated that his actions are not reviewable by faculty and students.

The time has come to show that students and faculty do have a say in this college. It is time for students and faculty to join hands and say NO. No more executive orders, no more institutional racism, no more confidence, and no more Carovano.

The time has come for Carovano to leave the hill. This learning institution can no longer function with him at the helm. We need a President who can give us respect, and one who we can respect.

David Klem '90

Weigh Both Sides

To the Editor:

A number of allegations have been made recently in public forums by members of the community and by guest lecturers, which assert that the College has taken no action, or inadequate action, in response to incidents of racial or sexual abuse on campus. Many of these allegations are based on inaccurate information. Racism and sexism are difficult problems to deal with; the College is attempting to respond through educational programs, the Sexual Harassment Grievance Board, and the about-to-be-appointed Harassment Grievance Board for Race, Color, Religion, Ethnic Origin, Physical Handicap. These eforts are undermined by the irresponsible spreading of rumor. People who have legitimate complaints may be dissuaded from coming forward with them if they believe that nothing will be done.

1. It is alleged that nothing was done for a black woman who has repeatedly received threatening, anonymous telephone calls. In fact, she has been repeatedly offered several options, including changing her phone at College expense, having a tap placed on the phone, going to the police; she has so far chosen not to avail herself of these options. Notices have been sent to the community.

2. It is alleged that nothing was done when a white student chased a Puerto Rican student with a car. In fact, the only incident resembling this which was reported to the Dean's Office occurred in February 1984; it was reported nearly two months after it occurred. Racial insults were uttered during an altercation outside of Bundy. The case was handled through the Judiciary Board and the offending student received a formal reprimand.

3. It is alleged that nothing was done for a high-school student who was raped at a party on campus. In fact, this case was handled by the Sexual Harassment Grievance Board. The Board's actions are confidential, to protect both complainants and the accused, so I cannot comment on this case. I can say, however, that most of the public statements about it are inaccurate, including the assertion that a student was found guilty of rape by the Board.

4. It is alleged that nothing was done about a doctor in the health center who did "inappropriate" examinatons of women students. In fact, the charges were fully investigated and no impropriety was proven; the doctor is no longer employed here.

5. It is alleged that nothing was done after a student was raped with spoons at a fraternity. In fact, no report of such a rape was ever made to the Dean's Office. This alleged incident was already history in 1982; the College has made efforts to determine what happened and when, without success.

6. It is alleged that the College has censored Discourse, abridging freedom of the press. In fact, Discourse has been told that it cannot use general College funds to mail out solicitations for funds for a particular cause. No issues have been confiscated; they may mail out Discourse using private funds if they wish. No effort has been made to censor the contents.

I would ask that all members of the Hamilton community seek to weigh both sides of controversial issues and to arrive at reasoned judgments in these matters that concern all of us.

Jane L. Jervis
Dean of Students

Jews Not A Nation

To the Editor:

I was incredibly moved by Maki Mandela's speech in the chapel on Wednesday night. She gave an all too infrequently heard account of life in South Africa from a Black South African perspective. I have read many accounts of the horrors that go on in South Africa, but the descriptions seem much more real in the first person. To hear *her* stories and see *her* pain in *her* eyes was devastating. In just one hour she dissolved my doubts and resurrect my hopes about my involvement in the divestment movement on this campus.

During this past year, I have listened to and read with frustration and dismay the useless debate comparing the suffering of the Jewish people in Nazi Germany with that of the Black people in South Africa today. I was deeply saddened by the appearance of a Swastika on a window in Root and by the ignorance of someone who wrote in a letter to the *Spectator* that the Holocaust victims had died "dignified deaths." I have also been saddened by people who feel a need to complain that comparing Apartheid to the Holocaust trivializes the latter. When are we going to end the narcissistic battle over whose people have suffered more? What difference does it make? All that matters is that we acknowledge Apartheid's evils and **act** to bring about its downfall!

As the time for asking questions arrived, I prayed that the same moronic debate would not be rekindled. Unfortunately it was. A student asked Maki Mandela what she thought about the opinion that comparing the suffering of Black people in South Africa to the suffering of the Jewish people in Nazi Germany trivializes the Holocaust. The quesiton was unnecessary for the reasons outlined above, and because she had already made her position clear during the lecture. She responded with a statement that deeply offended me. She stated that "Jews have forgotten their history," referring to the sale of arms from Israel to the Botha regime. This statement received a loud applause. It may be difficult for non-Jews to understand why I found this statement and reaction offensive, just as it was difficult for many Whites to understand what was offensive about President Carovano's remarks at the divestment debate. However, an honest effort to mutually understand one another is crucial to the eventual eradication of racism and other forms of oppression.

What offended me was the monolithic association of all Jews with the policies of Israel. It is not "The Jews" who are selling arms to South Africa; it is the Israeli government. While I do not agree with many of the policies of the Israeli government, I feel that a great danger lies in the possiblity of using such policies to condemn all Jews. This may sound like a matter of semantics to some of you, but because of my Jewishness, I have grown up conscious of oppression, of unfounded hatred, and of the harmful consequences that result from relying on stereotypes to make judgments about individuals. To make statements about "all Jews" is no better than making statements about "all women," "all homosexuals," or "all Blacks." It is this kind of closed mindedness that creates, sustains, and exacerbates the divisions that tear our world apart.

With hope,
Jordan Hamowy
and Eric Siegel

*Letters must be received **no later than** 5 pm the Monday before publication. All letters must be signed, typewritten, doublespaced and not exceeding 300 words. The Spectator does not guarantee that all letters will be printed. Names will be witheld from signed letters upon request. No anonymous letters will be printed.*

OpEd

Dealing in Secret

Dennis Gilbert
and
Peter Rabinowitz

"Secret Deal" ends Paiewonsky case, read the headline in last week's *Spectator*. Readers learned that Assistant Professor of Spanish Edgar Paiewonsky had abandoned his appeal of a negative tenure decision, that a large sum of money had changed hands, and that College officials were unavailable for comment. What's going on?

The story is a bizarre one. Last year, Paiewonsky was reviewed for tenure. Intially, those familiar with his work felt that he would have little difficulty. Hamilton awards tenure on the basis of teaching, scholarship, and community service, and Paiewonsky excelled in all three. He had a strong scholarly record, with a long list of publications. His students found him to be a caring, demanding, and intellectually stimulating instructor. Paiewonsky also had an above average record of service to the College through his work on faculty committees and as chair of the Latin American Studies Committee. As the only Latin American on the Hamilton faculty, he had played an important role in encouraging Hispanic students. In addition, since he was deeply immersed in Latin American thought, he brought a special intellectual perspective to the Hill.

But a single menacing factor hung over the tenure review: one or two of the members of his department, including the chair (Jeremy Medina), did not like him. This single factor turned out to be crucial: In May, Paeiwonsky was told that he would not be given tenure and that the academic year 1986-87 would be his last.

Following the stipulated College procedures, Paiewonsky appealed. The process involves convening a special faculty tribunal to determine whether the original review was procedurally flawed; the tribunal has no power to grant tenure, but if it finds problems with the original review, it can recommend to the President that a new tenure review be undertaken—a recommendation that the President can either follow or not, as he sees fit. This Spring, the tribunal began to hear the case. After only a day and a half of hearings, the College attorney abruptly called for a long recess because of other obligations. Just as the hearings were about to resume last week, the College began to make offers to Paeiwonsky, in exchange for his agreeing to discontinue the appeal process. Finally, a few days later, negotiations produced the so-called "Secret deal."

Those who were present at the hearings may well have wondered why Paiewonsky agreed to any deal at all. After all, even in their abbreviated form, the hearings brought out any number of substantial irregularities. To mention only a very few of them: 1) Jeremy Medina approached the job of evaluating Paiewonsky with racist stereotypes. Several students testified that he often made derogatory remarks about Latin American language and culture in class. More damning, his official Chairperson's report on Paiewonsky contained strong anti-Latin sentiments: "Edgar, like most Spaniards and Hispanics, is an extremely complicated individual," he wrote. "More importantly, he is also (typically) a very deceptive person." This document was the center of the tenure package; since neither Dean Endy, nor the Committee on Appointments, nor the President found fault with its racist premises, the whole tenure process, from beginning to end, was infected. 2) Several important documents—documents that supported Paiewonsky's case—were eliminated from the official tenure file. Most important, Rouben Cholakian, the senior member of the Department who was in France at the time, wrote letters to both Medina and Dean Endy complaining about the "slanderous" nature of some of Medina's remarks—letters that never became part of the file. 3) Throughout his Chair's report, Medina summarized comments by students and outside reviewers in a biased manner. In the most extreme case, an outside reviewer noted that one of Paiewonsky's articles provided "a viable reading" of a text. This was turned 180 degrees: Medina reported that the reviewer had said it was "*not* a viable reading" (italics added). A student who praised Paiewonsky for avoiding "overly structured" classes had her remark twisted into a statement of blame ("Not structured in discussions.") 4) As one of the outside reviewers, Medina chose a former faculty member whom he knew to be hostile to Edgar. Indeed, he even recommended that the Dean and the Committee on Appointments consult with a list of people he specifically referred to as "Edgar's enemies." Many of these people were, in fact, consulted, even though their objectivity was clearly suspect.

Given the evidence, there is strong reason to believe that the tribunal would have recommended a new tenure hearing. Why then did Paiewonsky agree to deal? We had several long conversations with Paiewonsky during this period, and we found that he felt enormous ambivalence about the College's offers. The institution had condoned racism and had connived in the corruption of his tenure review process. Now, Paiewonsky wanted vindication in the form of tenure. The College offered him a choice between financial settlement and a new tenure hearing. But was there any real choice? Even with a new tenure hearing, the President would make the final decision; and while the President had sufficient opportunity to assure Paiewonsky (and the rest of the community) that he would not be prejudiced when the case came before him again, he never did so. Quite the contrary, the administration gave numerous implicit signals that led Paiewonsky and his lawyer—as well as many other faculty members—reason to believe that the president would never grant Paiewonsky tenure under any circumstances.

To gain tenure, therefore, Paiewonsky would have to go to court. His case was strong—but the best legal opinion was that, with all the delays and appeals that the College could force, the case would take anywhere from six to eight years and would cost upwards of $30,000 in court costs alone.

Paiewonsky knew that personal costs would also be heavy. To focus his life on this fight for six years would drain the energies Paiewonsky wnated to devote to his scholarship and teaching. It would also impose an unfair burden on his family. He was concerned that his young son had already suffered during the last two years of tenure review and apeal. In the midst of the recent hearing, the boy was having nightmares. Could he ask more of his family? It seemed clear that Paiewonsky could not afford justice and that the college could afford to do whatever it pleased.

The fact that Paiewonsky had already received a job offer from another institution that seemed enthusiastic about his talents made the decision to take the College's financial offer easier. But a simple gesture could have pushed him in the opposite direction. If the President had been willing to say unambiguously that he and the trustees were opposed to racism, that they strongly valued diversity within the College community, that they were wholly committed to an unbiased reconsideration of Paiewonsky's qualifications for tenure, he might well have made a different choice.

Why did the institution choose to act as it did? Many people on campus are arguing that we can't judge the College, since the College has never had a chance to present its side of the story. We find that argument unconvincing for several reasons. 1) Throughout the case, the College has acted as if it were ashamed of its actions. The administration chose to announce its original tenure decision the week after commencement, with the college community scattered for the summer. The College resisted the timely provision of the relevant documents in the case during the appeal. The College attorney tried to set the hearing dates for Spring Break, when the college community would not be able to attend. And it was the College that insisted that the terms of the agreement remain secret. 2) According to College procedures, all the relevant portions of the tenure package were supposed to be made available to Paiewonsky; since he made copies of those documents for several faculty members who were advising him during his appeal, and who are ready to show them to anyone who wishes to see them, the essential elements in the case are in fact available. If the College has substantial evidence that has not yet been turned over to Paiewonsky, that only means that the appeals procedure, as well as the tenure procedure, has been compromised. 3) Most important, *the College itself willingly and consciously decided not to present its case.* Indeed, the College paid Paiewonsky a huge sum of money in exchange for his agreeing to stop the hearings. Since Paiewonsky had almost finished presenting his case, and since the College was then scheduled to present its own, the College, in effect, paid the money in order to *avoid* the obligation of presenting its case to the public.

In the end, it is those of us who remain at Hamilton who have lost the most. Paiewonsky has chosen what is best for him and his family, but the College has lost an outstanding teacher and scholar, and has become more homogenous and less interesting as a community. Our administration has a lot to answer for.

An unjust lottery

by Ann Gnuse

There are over 20,000 convicted murderers each year, but only 3 percent are sent to death row and only a handful of these are actually executed. What factors determine whether a convicted murderer faces execution? Statistically, the primary factor seems to be race, particularly the race of the victim. 90 percent of all prisoners executed in the United States were convicted of killing whites although 50 percent of all murder victims have been black. This discrimination is not merely chance, but is actually institutionalized into the legal system. Jury selection allows for the immediate disqualification of all jurors who oppose the death penalty. In practice this means the elimination of blacks and most women resulting in white, male 'death prone' juries. (For instance in Louisiana all blacks executed under the present statutes were sentenced by all white juries although 30 percent of the population is black.) The legal process in the United States also discriminates against the poor who are frequently represented by inexperienced or apathetic lawyers.

Many of the United States death penalty practices are in direct violation of UN guidelines, such as the execution of the mentally ill and juveniles. In Florida, 25-40 percent of the prisoners on death row suffer from significant mental impairment including mental retardation, brain dammage and schizophrenia. There are even cases of catatonics who are fed intravenously in order to keep them alive long enough to meet their fate with the electric chair. There are also 32 juveniles now on death row. The ironic fact is that if there crimes had been committed in the Sovit Union, South Africa, China or Libya they could not be put to death because the laws in those countries protect juveniles from execution. (Of the 8 juvenile executions since 1980 3 were in the USA, 2 in Pakistan and one each in Bangladesh, Barbados and Rwanda.)

The Death Penalty in the United States is not only unjustly applied but is also a particularly dreadful form of torture. After a death warrant is read to a prisoner s/he is taken to a holding cell next to the electric chair where s/he is held for a 30 day period called death watch, in which the prisoner is constantly observed and not allowed to touch anyone. The actual methods of execution, however, are the most torturous part of the death penalty process. Many prisoners executed by the electric chair don't die on the first shock. With this shock internal organs are burned, the flesh swells and may even catch fire, the prisoner often vomits blood and there is always a smell of burning flesh, yet the prisoner is often still alive. Electrocutions have been known to take multiple shocks and nearly an hour to complete. The gas chamber and lethal injection have both proven to be equally slow and torturous.

There are many reasons that people still argue in favor of the death penalty, but in actuality most of these reasons are based on myths. The most common of these is the notion of the death penalty as deterrence. Most murders are crimes of passionand are not premeditated. Murderers either do not think about the consequences or do not believe they will be caught. If the potetial murder actually though about the consequences fear of life imprisonment would be deterrence enough. Statistically, the number of murders actually goes down after the death penalty is eliminated in a country, and in the US there is an increase in murederes in the period immediately following every execution, particularly in the area where the execution took place. It is clear that violence begets more violence.

The second major argument is that the death penalty is necessary for the potection of society. Many fear that if the murderer is not put to death s/he will eventually be released to commit more murders. These people also feel it is worth allowing some innocent people to be put to death in order to protect potential victims later. Statistically, this argument is also invalid. Only 00.6 percent of released murderers are repeat offenders. Evidence discovered after executions has revealed that the US has put at least 23 wrongly committed people to death and this is probably a very low estimate. There may well have been more people wrongly put to death in the US than those killed by repeat killers. Replacing the death penalty with unconditional life imprisonment would be equally ef-

cont.

OpEd

A Look at death

fective in the prevention of repeat murders. One of the great tragedies of the death penalty is that it can never be reversed.

Another argument offered by proponents of the death penalty is that it will save the taxpayer the expense of imprisoning the murder for life (as if a state should ever sacrifice the principles of justice for dollars). In actuality this notion is false. A study in New York state concluded it costs the taxpayer 2.5 times more for a death penalty trial and execution than to imprison a defendant for life.

A final argument for the death penalyty is that the convcicted murderer deserves to die. We don't sodomize a rapist or burn the house of an arsonist. There is no reason we should copy the criminal's example in the case of murder. The primary goal of the state should be to protect the innocent, not to inflict violent torture in the interest of retribution (which does nothing for the victim but causes great anguish to another innocent family; that of the convict). It should be clear that the only thing that the death penalty and murder have in commonis that they both involve killing. It is also clear that setting an example of violence only encourages more violence (as evidenced by cheering crowds outside of executions) and promotes a pattern of revenge.

There are many reasons why the death penalty should be eliminated in this country, and there seem to be no legitimate reasons for its continuation. The death penalty, as it is execxuted in the United States, is an unjust lottery in which who gets put to death primarily depends not upon the severity of the crime but upon the state the crime was committed in, race (particularly that of the victim), the political climate and the interests of the individual prosecutors. It is clear form the evidence that the death penalty does nothing for the protection of society; it is simply a symbolic sacrifice of a tiny handful of people.

Hamilton's Amnesty International chapter is now beginning a campaign against the death penalty. Its primary goal is to provide the campus with information on the realities of how the death penalty is applied and the cruelty that it inflicts. Amnesty will be showing a very informative film and holding a discussion on Tuesday April 21 at 8:00 in the Coffee House. If you are interested in finding out more about the death penalty please attend.

The Zeitgeist Checklist

by Evan Smith

	THIS WEEK	LAST WEEK	WEEKS ON CHART
1. MARTY GRAS	-	1	
2. TAKE THE MONEY AND RUN	2	5	
3. YOU LIABLE, ME JANE	1	5	
4. HOUSES IN MOTION	*	2	
5. IT'S LATIN TO ME	-	1	
6. DIVEST NOW, OR FOREVER HOLD YOUR PEACE	*	4	
7. JACKSONIAN DEMOCRACY	-	1	
8. BLOOD SIMPLETONS	-	1	
9. REVISE AND CONQUER	*	2	
10. WOMEN PROBLEMS	5	2	

1. MARTY GRAS

Carovano's Fall. In the wake of the Conde decision and the furor over *Discourse*, Hamilton's administration is again on the rocks, and if petition bearing malcontents have anything to do with it, the party won't end until the President jumps ship. As students gear up for Monday's protest and the faculty attempts *another* vote of no-confidence (soon, it seems, to be a regular agenda item), a sun-tanned J.M.C. can't possibly be anxious to return on the 20th. The real story: rotating victims. Suspensions got you down? Blame Max, the pizza bearer. Conde making trouble? Yell at Mel. Discourse inappropriate? It was Jane's memo, wasn't it? Nice try, Martin. The party's over.

2. TAKE THE MONEY AND RUN

Faculty Tenure. The aftermath of the Paiewonsky-Conde case has left a number of questions unanswered. When will the college sufficiently improve the tenure process? Does the administration care that new faculty have no desire to stay at Hamilton? When will the opinions of the faculty be seriously considered by college policy-makers? Does faculty input really matter on issues that directly affect them, or are they pissing in the wind? (sorry, Horatio) And where did the $100,000 settlement come from? In the face of budget deficits, does the college keep a "hush money" account to buy off lawsuits? One nasty rumor has half of the settlement coming from a nervous trustee and the other half from the family of a nervous participant. Could the college's case really have been *that* bad?

3. YOU LIABLE, ME JANE

Politics and Issue Awareness. The *Discourse* saga continues, but amid a growing feeling that nothing can be done to overturn the President's edict. Dean Jervis met with the members of the Publications Board to explain the decision, but despite considerable opposition from students and faculty refused to budge. The response from administrators-a-plenty? The Pub Board blew it, first interpreting its own constitution too broadly and then failing to adequately demonstrate the disproportionate nature of the action. Possibly, but the real problem is an administration afraid of its own shadow. In the eyes of President Carovano, et. al., autonomy begets subversion and disruption, especially when the status quo is threatened. Thus, ALL organizations, including sports teams and societies, should now fear the wrath of the President. Shall we hang together or separately?

4. HOUSES IN MOTION

Housing. With the lottery nearly upon us, Donna Savage demonstrated last week that she's tired of screwing around. Following a death blow to special interest housing, long a haven for lottery manipulators, the Dean announced that the beneficiaries of last year's room switching would greatly suffer in this year's go-round. It's well and good for the Dean to place the offenders in rooms that remain on campus, but who suffers in the long run? The offenders placed, say, in Babbitt, or their neighbors?

5. IT'S LATIN TO ME

Latin Awareness Week. Hamilton's "other" minority presence on campus gets some much-needed attention this week as they promote an awareness of the Latin community, and the week's festivities will hopefully help to combat the negative publicity of the Conde case. Of course, discrimination against Edgar only illustrates a point already evident to Latin students: as with many substantial minorities on campus, an insufficient number of tenured faculty, poor social opportunities and inadequate administrative attention combines to provide a less than desirable lot on campus. Sound familiar?

6. DIVEST NOW, OR FOREVER HOLD YOUR PEACE

Divestment. The construction of a shanty in front of the Chapel by the Hamiltonians for Divestment has provoked little in the way of controversy thus far, and supporters of the movement are beginning to suspect that something's up. Where are the sledge hammers, the injunctions, the hostile crowds? Where's Dan O'Leary signalling the Physical Plant like the Duke at the Alamo? A memo suggesting amnesty for HFD until the 24th of April leads one to believe, curiously, that the administration is tired of fighting the divestment battle, especially considering the countless brawls they presently face. The silence, nonetheless, is deafening.

7. JACKSONIAN DEMOCRACY

Root-Jessup. After years and years of Gordon Liddy, the Root-Jessup Public Affairs Council finally provides on Monday the 20th a new and notable speaker. But the Reverend Jesse Jackson, whose fee exceeds most organization budgets, was nearly turned away by a thrifty administration. Wouldn't any college accused of proliferating racist tendencies jump at the opportunity to bring to campus a prominent — the prominent — black speaker in the country? Not this college, whose business as usual approach also included a challenge to the funding authority of the Student Assembly. A hope for the future: an increase in Root-Jessup's budget. Since prestige is so important to the powers that be, it seems only right that we compete for speakers with comparably populated colleges.

8. BLOOD SIMPLETONS

Campus Intolerance. The surprising tone of this week's Blood Drive suggests a problem that has long plagued causes worthy and unworthy at Hamilton. Since the start of the school year (and likely before), campus partisans and issue advocates have accosted, affronted, and alienated those who don't share their commitment and enthusiasm. In other words, if you don't support a particular cause, it's proponents will make you feel guilty (or at least try) until you do. Case in point: the Blood Drive, in which dining hall volunteers did their best to coerce and annoy disinterested students into giving blood, and liking it. Education is one thing, but name-calling and finger pointing is entirely another. On a campus where poor communication is oft-lamented, the insensitivity of Blood Drive volunteers serves to remind us that some communication isn't always better than none.

9. REVISE AND CONQUER

The Student Assembly. Honestly, did anyone read the new Student Assembly Constitution in last week's *Spectator*? But excepting campus ne'er-do-wells, will anyone vote against it in the upcoming election? The ease with which revisions by Drex and company will pass suggests, at best, the dual nature of Hamilton's attention span: no one really cares about what goes on until they get angry. But if you're given the opportunity to contribute to the discourse (no pun intended) and nonetheless decline, who's ultimately to blame when things go awry?

10. WOMEN PROBLEMS

Women's Energy Weekend. As per most issue-oriented gatherings, last weekend's production found attendance sparse and majority interest, sadly, elsewhere. Though lawsuits from Latins and freedom of speech are the most salient issues at present, problems of coeducation continue to loom large. Prediction: as interest in other issues begins to wane, the place of societies on campus will reemerge as the primary topic of debate, and problems of coeducation will finally be addressed.

* Item resurfaces in the checklist after an absence of at least one week

Editorial

An end to secrecy

In last week's editorial *Carovano owes explanations* we lamented the college's decision to hustle Edgar Paiewonsky-Conde off the campus in a cloud of secrecy and demanded "very convincing explanations" from the administration.

To our considerable dismay, those answers have not been delivered. Further investigations this week brought out information which aggravated our outrage.

According to the terms of the agreement, the College and its representatives cannot discuss the case in any way or Paiewonsky-Conde will receive a large sum of money.

The reason for such a clause seems fair. When at some point in the future Mr. Paiewonsky needs a reference from Hamilton, the administration cannot use the problems associated wtih his tenure review to further damage his career. However, what is not fair is the use to which that clause is being put.

Dennis Gilbert, opened a public forum Friday by saying "I have invited the administration to send a representative and they have declined." What went unsaid, was that the administration *had* to decline according ot the terms of the settlement. Mark Lane then challenged Spanish Chair Jeremy Medina to a public debate-graciously offering to do so without a honorarium - on the topic. "Was Professor Medina's conduct ethical in this matter?" He did so knowing full well that Mr. Medina could not possibly accept the challenge.

The public baiting and manipulation is simply wrong. We find such behavior especially disturbing from a party making a compelling case for having been treated unjustly.

The confidentiality statements, closed discussions and enforce silence which have been abused by both parties have no place at an institution dedicated to rational discourse. Our community has been drawn into a process which cannot result in justice. There has certainly been no justice for Paiewonsky. Now there will be no justic for Medina as he is prevented from defending himself form charges of biasing the tenure review and of racism. There will be no justice for Carovano as he stands mute at the next faculty meeting. Finally there will be no justice for this community as we are denied the chance to demand a full accounting of this affair from those in authority.

Such acitons should not be allowed and so we issue our own public challenge. Any contract entered into by two parties can be temporarily suspended by those parties. The involved persons should send a letter to faculty chair Al Kelly stating that : for the purplses of a fair accounting of the actions taken during the Paiewonsky case, they will forego the provisions of the settlement prohibiting discussion of the case and will both deliver statements at the faculty meeting and in a public forum. We expect responses from Professor Medina, Professor Paiewonsky, Professor Tejerina-Canal, Dean Endy and President Carovano.

To paraphrase Mr. Lane we to find it less than courageous and speakng to the question of character to defame a colleague but not allow that defamation to be defended in public. We also agree that we have responsibilities as a community. Let's hope both sides allow us to obtain the answers to questions that must be answered.

Equipment failure caused delay in the release of the paper. Because of the breakdown, we were unable to correct any typographical errors.

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CSP COLUMBIA SCHOLASTIC PRESS ASSOCIATION

Events

Saturday, April 18

- 1:00 pm. Baseball. Hamilton vs. U of R. Home.
- 8:00 pm. Easter Vigil Mass. Father John Croghan. Chapel.
- 8:00 pm. Theatre and Dance Department Spring Production: *Fatal Attraction*. Minor Theatre. $2.00 Hamilton ID. $4.00 General Admission.
- 8:00 & 10:00 pm. SKFS presents: *Butch Cassidy and the Sundance Kid*. Sci. Aud.
- 8:00 & 10:00 pm. FFFS presents: *Auntie Mame*. K-J Aud.
- 9:00 pm. Concert: Folk Music Trio. McEwen Coffeehouse. Sponsored by the Program Board.

Sunday, April 19

- 6:00 am. The Church in the Chapel. Easter Sunrise Service. The Rev. Jeffrey Eaton.
- 11:00 am. Luncheon and Lecture: "Soviet Jews Today." Boris Bricker, Slavic Languages Department, Hamilton College. Sponsored by Hillel. Azel Backus House.
- 1:00 pm. Easter Sunday Mass. Father John Croghan. Chapel.
- 4:00 pm. WFS presents: *Thriller*. K-J Aud.
- 8:00 pm. Theatre and Dance Department presents: *Fatal Attraction*. Hamilton ID $2, Gen Admission $4.
- 8:00 & 10:00 pm. SKFS presents: *Butch Cassidy and the Sundance Kid*. K-J Aud.
- 8:00 & 10:00 pm. FFFS presents: *Auntie Mame*. Sci. Aud.

Monday, April 20

- 2:30 & 7:30 pm. College Course 300 Film: Jean Luc Goddard, *Weekend* (Fr. '68) K-J Aud.
- 4:00 pm. Women's Lax. Hamilton vs. Rochester. Home.
- 4:00 pm. Lecture: "Going Crazy: Feminism and Paranoia." Corrine Squire, Assistant Professor of Psychology, University of London. Sponsored by the Faculty for Women's Concerns. K-J Red Pit.
- 7:00 pm. WFS presents: *Thriller*. K-J Aud.
- 7:30 pm. Lecture: "Confronting Moral Choices." The Reverend Jesse Jackson, Sponsored by the Root Jessup Public Affairs Council. Alumni Gymnasium. General Admission $5.00, Hamilton ID $1.00.
- 8:30 pm. Lecture: "Uncensored Information: How Soviet Citizens Receive and Exchange News and Ideas." Gene Sosin, PhD., Retired Director of Programming, Radio Free Europe/Radio Liberty. Sponsored by the Russian Department and the Russian Club. Location to be announced.

Tuesday, April 21

- 12:00 noon. Newman Mass. Father John Croghan. Chapel.
- 12:15 pm. NOONMUSIC Concert: The New Yorkers Ragtime Jazz and Pepper Society. Sponsored by the Program Board. BCC Dwight Lounge.
- 4:10 pm. Faculty Meeting. BCC Dwight Lounge.
- 7:00 pm. CPR Training. Organized by the Thomas B. Rudd Health Center. Chemistry Aud.
- 7:30 pm. Film: *Nuremberg*. Sponsored by the History Department. K-J Aud.
- 7:30 pm. Lecture: "The Social and Economic Repecussions of the ATT/Bell Breakup." Howard Williams, New York Telephone Co. Sponsored by the Economics Council. BCC Dwight Lounge.
- 7:30 pm. Lecture and Discussion: "What I Tried To Do: A Retrospective." The Rev. Jeffrey Eaton, Assistant Professor of Religion and College Chaplain, Hamilton College. Sponsored by Young Progressive Democrats and HOPE. K-J Red Pit.
- 7:30 pm. Film: *The Official Story*. Luis Puenzo, Argentina '86. Spanish with English Subtitles. Sponsored by the Romance Languages Dept. Physics Aud.
- 8:00 pm. AAUP Journal Club Lecture: "The Cervantine Roots of Contemporary Magic Realism." Edgar Paiwonsky-Conde, Assistant Professor of Spanish, Hamilton College. BCC Fisher Room.

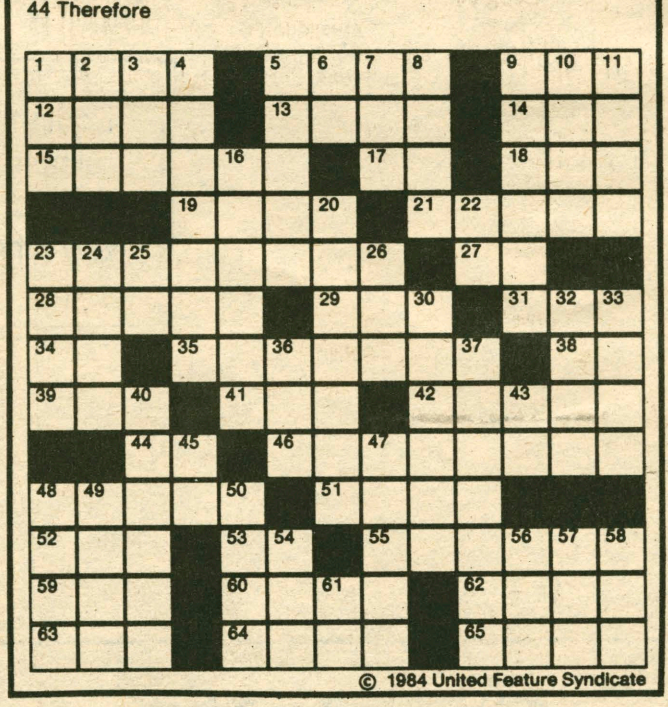
The Puzzle

ACROSS

1 Collection of tents
5 Cut up finely
9 Crimson
12 Sandarac tree
13 Shakespearian king
14 Before
15 Word of honor
17 Sun god
18 Shallow vessel
19 Ursine animal
21 Bread ingredient
23 Says
27 Agave plant
28 Sign of zodiac
29 Footlike part
31 Male sheep
34 Roman 1001
35 Effect a settlement
38 Symbol for cerium
39 Greek letter
41 Bright star
42 By oneself
44 Therefore
46 Improved
48 Distance measure: pl.
51 Judge
52 Mr. Gershwin
53 As far as
55 Skilled persons
59 Hurried
60 First man
62 Metal fastener
63 Goal
64 Obtains
65 Playing card

DOWN

1 Headgear
2 Macaw
3 Deface
4 Difficulty
5 Lucid
6 That man
7 Paddle
8 Supplicate
9 Mend
10 Periods of time
11 Depression
16 Rents
20 Complained
22 Latin conjunction
23 Moist
24 Goddess of discord
25 Roman 101
26 Ocean
30 Declared
32 Skin ailment
33 Reward
36 Thrust
37 Ingredient
40 Land surrounded by water
43 Either's partner
45 Faeroe Islands whirlwind
47 Athletic groups
48 Mud
49 Country in Asia
50 Party for men only
54 Poem
56 Equality
57 Cravat
58 Crafty
61 Near



Wednesday, April 22

- 12:00 noon. Newman Mass. Father John Croghan. Chapel.
- 2:30 & 7:30 pm. College Course 300 Film: Federico Fellini, *8½* (It. '63) K-J Aud.
- 3:30 pm. Men's Tennis. Hamilton vs. Colgate. Home.
- 4:00 pm. Men's Lax. Hamilton vs. Oneonta. Home.
- 4:30 pm. Government Department Colloquium: "Officer, What Do You Think You Are Doing? Perception and Reform in Police Organizations." Frank Anechiarico, Associate Professor of Government and Director, Arthur Levitt Public Policy Center, Hamilton College. K-J Red Pit.
- 5:30 pm. Faculty Club Dinner. Azel Backus House.
- 7:30 pm. Film: *Nathalie Granger*. Sponsored by the French Department. Sci. Aud.
- 7:30 pm. Film: *Alsino and the Condor*. Miguel Littin. Nicaragua, Cuba, Costa Rica '82. Spanish with English Subtitles. Sponsored by the Romance Languages Department. Physics Aud.
- 8:00 pm. AAUP Journal Club Lecture: "Roman Armour in Renaissance Art and Theatre: or The Second King's Belly-Button." Edwin B. Barrett, Hamilton Alumni Memorial Professor of English Drama. BCC Dwight Lounge.
- 8:30 pm. Concert: The Hamilton College Jass Ensemble. Chapel.
- 10A:00 pm. Wednesday Night is Live in the HUB. "Mr. B" Performing.

Thursday, April 23

- 12:00 noon. Newman Mass. Father John Croghan. Chapel.
- 7:00 pm. History 354 Film: *The Other Fransisco*. K-J 220.
- 7:00 pm. CPR Training. Organized by the Thomas B. Rudd Health Center. K-J Red Pit.
- 7:30 pm. Film: *Iphigenia*. Sponsored by the French Department. Chem Aud.
- 7:30 pm. Film: *Bye Bye Brazil*. Carlos Diegues. Brazil '80 Portugese with English Subtitles. Sponsored by the Romance Language Department. Physics Aud.
- 8:00 pm. Theatre and Dance Department presents: *Fatal Attraction*. Hamilton ID $2, Gen Admission $4. Minor Theatre.
- 8:30 pm Lecture: "What Difference Does a Revolutionary Class Make? -- Cases from Central America." Carol Smith, Associate Professor of Anthropology, Duke University. Sponsored by the Kirkland Endowment, the Anthropology Department and the Latin American Studies Program. BCC Dwight Lounge.

Friday, April 24

- 7:00 pm. Concert Preview Lecture. Robert Hopkins, Assistant Professor of Music, Hamilton College. Silliman 111.
- 8:00 pm. Music at Hamilton Series Concert. The Rochester Philharmonic Orchestra. Alumni Gymnasium.
- 8:00 pm. Theatre and Dance Department presents: *Fatal Attraction*. Hamilton ID $2, Gen Admission $4. Minor Theatre.
- 8:00 & 10:00 pm. SKFS presents: *Sixteen Candles*. K-J Aud.
- 8:00 & 10:00 pm. FFFS presents: *Persona*. Sci Aud.
- 8:00 & 10:00 pm. DPFS Presents: *Monty Python: And Now For Something Completely Different*. Chem Aud.
- 10:00 pm. *Razamatazz*. Sponsored by Student Entertainment Committee. BCC Dwight Lounge.

Miscellaneous

- Saturday, April 18th. 7:00 pm. Exhibition Basketball Game. Bundy Scott Fieldhouse. Hamilton vs. Syracuse. Tickets on Sale at Athletic Office. $2 Students $3 Adults.
- The Clinton Child Care Center, on the Hamilton College Campus, will be conducting registration by *mail* for the summer session and for the next academic year beginning April 24. Preference will be given to form returned by May 8. Children aged 18 months through Kindergarten will be eligible. The Center is open 8 am - 1 pm in the summer and 7:45 am - 5:15 pm September through June. For more information or to receive registration forms, please call Shirley Knop at 853-6732.